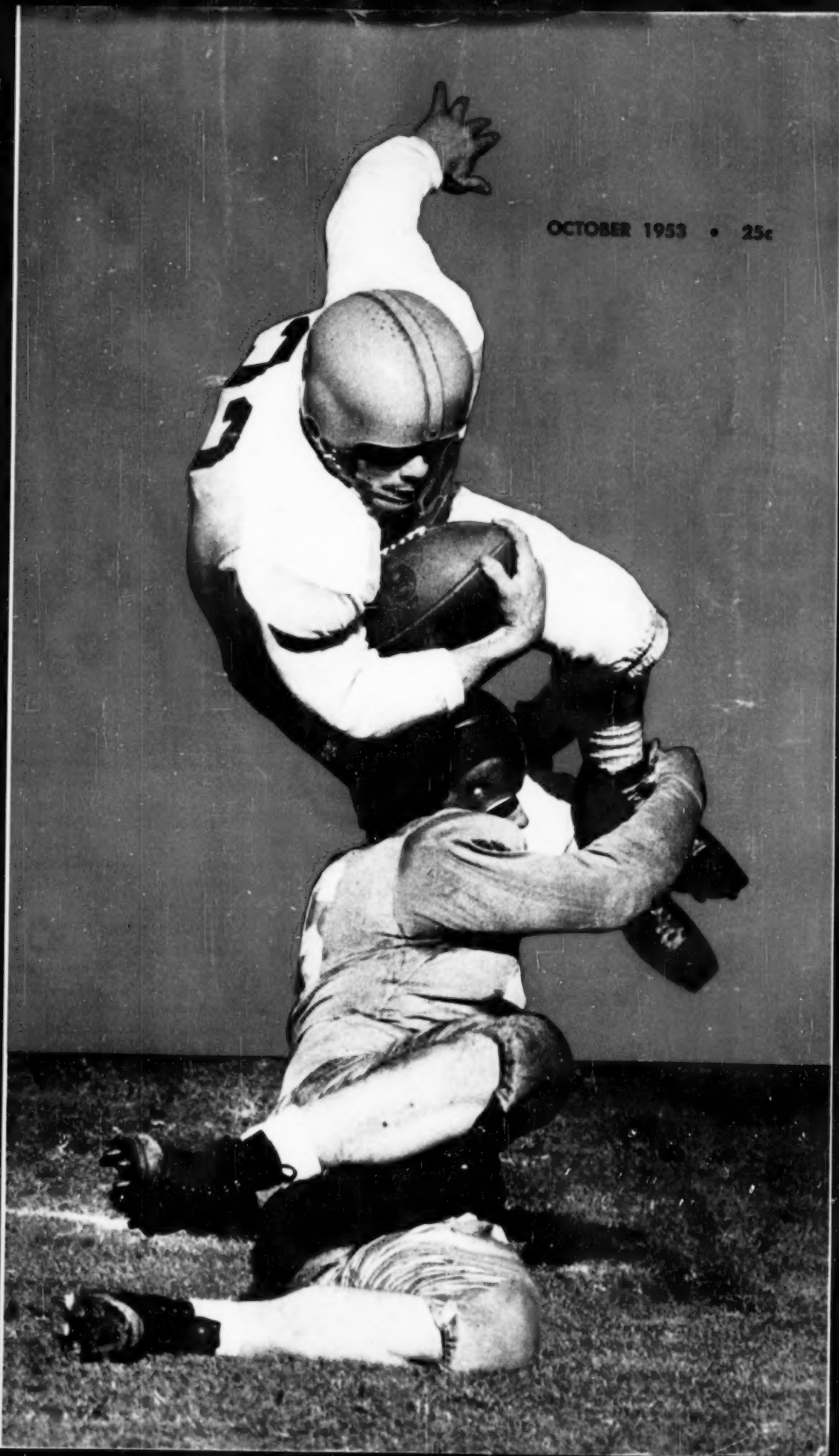


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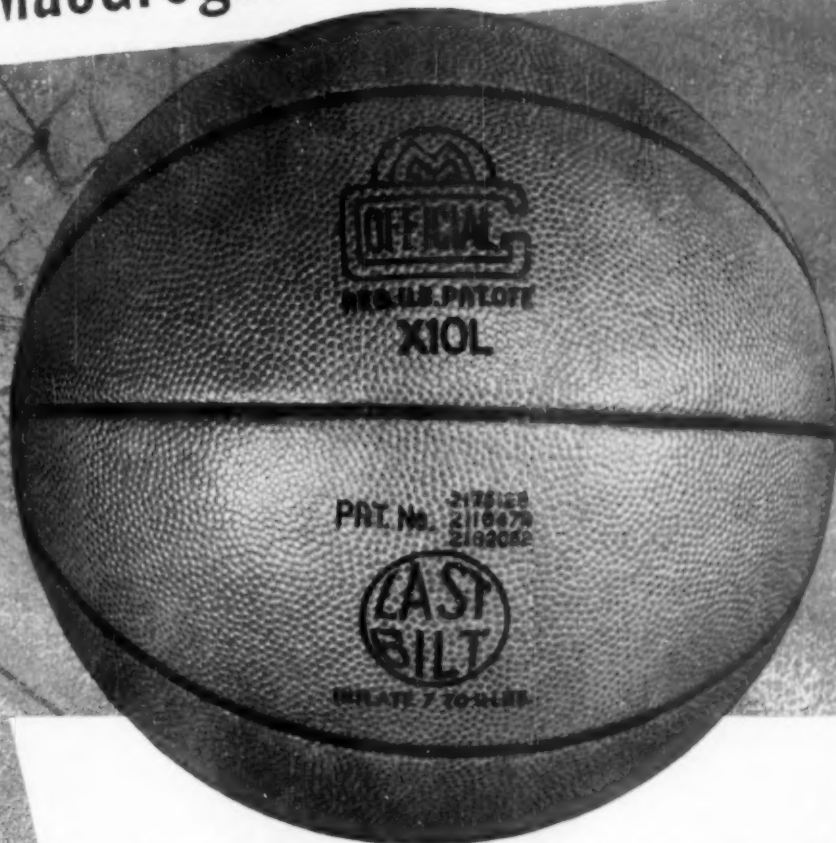
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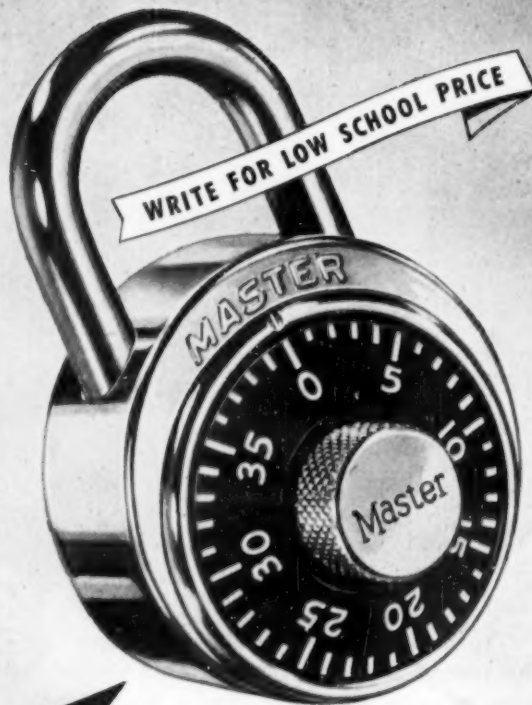
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# What's the racket about?

**O**UR professional mourners have been blubbering so pitifully about "the state of American tennis" that we expected the worst when we dropped in on the national championships at Forest Hills. Nattily clad in sackcloth and ashes, we plodded over the "graveyard of American hopes" looking for our decaying tennis players.

We found nary a bleached bone. On the contrary, the sward teemed with young brutes busting the be-jabbers out of tennis balls. The only "state" that American tennis appeared in was one of bubbling good health.

Our standard bearers, Tony Trabert and Vic Seixas, were invincible. They shaved the Aussie boy prodigies—Ken Rosewall and Lew Hoad—in the semi-finals without loss of a set.

So all that lamenting about the decrepitude of our tennis seemed premature. Our tennis is as pulchritudinous as Monroe—and we don't mean the ex-president. While Trabert and Seixas aren't going to beat the Aussie kids every time out, they're going to take them more often than not.

At any rate, American tennis goes well. So we haven't won the Davis Cup since 1949. What's the crying shame? Why do we have to win it every year? It's healthy to have someone else win once in a while, especially a nice sporting team like the Aussies.

So let's not begrudge their conquests. And, even more important, let's not accept international victory as a standard for success in tennis. There are more wholesome criteria.

Much more significant, for example, is the fact that more people on every age level are now playing the game. That, to us, bespeaks success—that the sport is fulfilling its first and most important function.

The international angle should

only be incidental. When we start insisting on international victory, we'll be corrupting the sport in the same manner as the Russians.

For the critics who insist on calculating success in terms of Davis Cup victories, we might point out that the Aussies are champions only by default. If Budge, Kramer, and Gonzales hadn't turned pro at the peak of their careers, Uncle Sam would now be boasting of 10 straight Davis Cup triumphs.

**O**N the subject of tennis we'd like to endorse Jack Kramer's recommendation to revise the scoring nomenclature. Jack claims that the current system of love-15-30-40-game, while steeped in tradition, is nonsensical, illogical, and confusing.

To make the scoring sensible, logical, and unconfusing, he suggests that we keep score with a simple zero-1-2-3 count. For example, after the first point, the score would be 1-0 instead of the conventional 15-love. After the second point, it would be 2-0 or 1-1 and not 30-love or 15-15, etc.

That sounds extremely wholesome to us. We're for anything that takes the "love" out of the game. Love may be okay for the birds and bees, but not for keeping score. The term has neither rhyme nor reason, and only holds the game up to ridicule. Let's give it back to the royal founding fathers. Yoo-hoo, 15-love!

**I**F our comments on "love" sound misogynous to you, you may try looking at it another way. What does "love" mean in tennis? It means "nothing," right? Then how can you be for something that makes love count for nothing?

**T**ENNIS' new crown head ought to do the game a lot of good among the masses. Tony Trabert is no panty-waist pit-pat artist. He's built like a Notre Dame halfback—big

and muscular—and has already won a reputation as a basketball player at the U. of Cincinnati.

With this solid, plebeian background, Trabert ought to do a good pioneering job among the kiddies who erroneously think of tennis as a sport for . . . hiss . . . girls.

Tony, incidentally, seems headed for the Budge-Kramer type of greatness. He has the essential Big game (with a capital B)—a murderous service and a powerful, forcing ground game.

All he needs is consistency. For example, after taking Rosewall and Seixas in straight sets at the Nationals, he lost his touch in the Pacific Southwest tourney and was beaten by Rosewall in the semi-finals.

Once he acquires control, nobody is going to beat him—and the pros are going to beat a path to his door.

**I**F anything is wrong with American tennis, we'd say that it has become too darn grim. At least that was our impression of the exercises at Forest Hills.

The boys and girls went at it in such a grim, dedicated sort of way that nobody seemed to be having any fun. Sure, the tourney was for the national championship, and it was unreasonable to expect any songs and snappy patter to go along with the forehands and backhands.

But we can remember other years when players like Fred Perry and Don Budge and Frank Kovacs could give it the college try and still convey an air of relaxation and enjoyment. There seemed to be a lot more courtliness and grace to the game. Maybe it was a little phoney. But it was nice, too.

Until that cold, grim, all-business type of concentration starts producing superior tennis, we'll plug for "relaxed" tennis.

Come on, Maureen, stop making like a machine!



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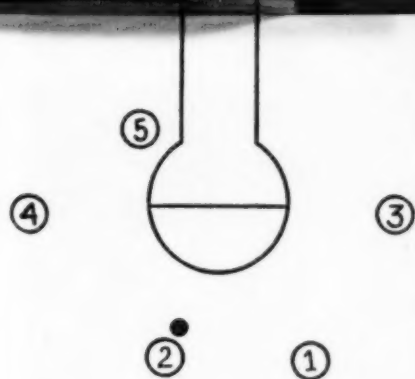
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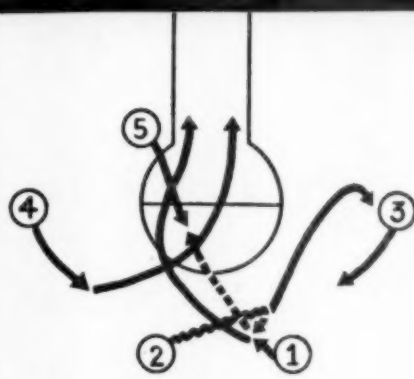
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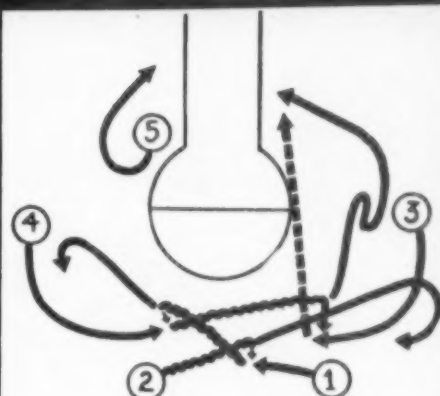




Diag. 1



Diag. 2



Diag. 3

By JAY McWILLIAMS, Basketball Coach, Alfred University

## A Four-Man Weave

**T**HE basic purpose of a four-man weave is to induce two defensive players to either impede each other's progress or to make one or the other take the long rather than the direct path to the basket.

Upon working the ball into the front court, our men assume the alignment shown in **Diag. 1**. Usually, either No. 1 or No. 2 has control of the ball and is ready to launch the weave.

Our pivot man (5) can move to either side of the key hole. But we usually have him move to the side that the ball is on at the start of the weave. Thus, when 2 has possession on the left side, as shown in the diagram, our pivot sets up on the left side.

Once the four men start the weave, the pivot has complete freedom of movement, his main purpose being to shake free for a pass from any of his teammates.

To start the weave, 2 has the option of interchanging with 1 or 4. If he interchanges with 1, the timing

of the interchange will produce a momentary screening of the two defensive men, X-1 and X-2. It is at this moment that 1 can get a pass in to the pivot man (see **Diag. 2**).

Rule one now applies:

(a) The feeder (1) follows his pass, cutting by the pivot man, and can receive a return pass if he is open.

(b) The man who would normally have received the next pass on the four-man interchange (4) is the second cutter, and the pivot man may hand off to him if he is open.

A variation of the four-man weave that has worked quite successfully for us against an aggressive, close-guarding defense is shown in **Diag. 3**. Our men follow the normal weave pattern, but as one of the four men start from the side position toward the center court area he quickly doubles back toward the basket.

If he gets clear, he's given a lead pass. If he doesn't lose his defensive man, he simply continues across

court and continues the weave. This doubling back toward the basket requires alertness and fine timing, and constant practice is required to perfect it.

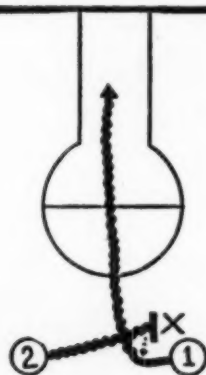
In the play shown in **Diag. 3**, 2 interchanges and gives to 1, 1 interchanges and gives to 4, 4 interchanges and gives to 3. At this point, 4, instead of coming around in the normal weave pattern, doubles back toward the basket. If he gains a step on his guard, 3 feeds him the ball.

No. 5 turns as indicated to draw his man away from the basket but returns to be in position for rebounding. If 5's guard switches to pick up 4, then 4 can feed 5 for a lay-up.

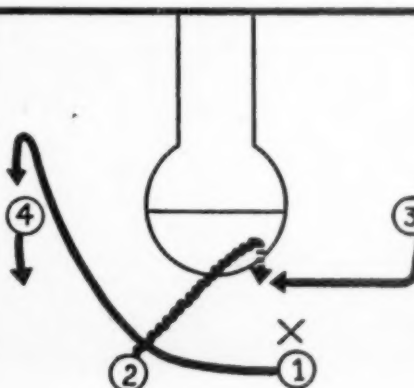
Rule two applies to a situation where a defensive player is over-guarding an offensive man. To take care of this situation, we have the following options:

(a) The dribbler can set a screen and hand off to the man who's being too closely guarded (**Diag. 4**).

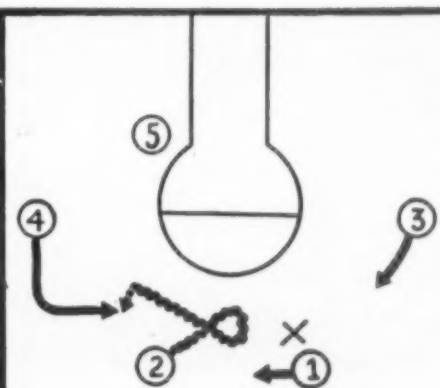
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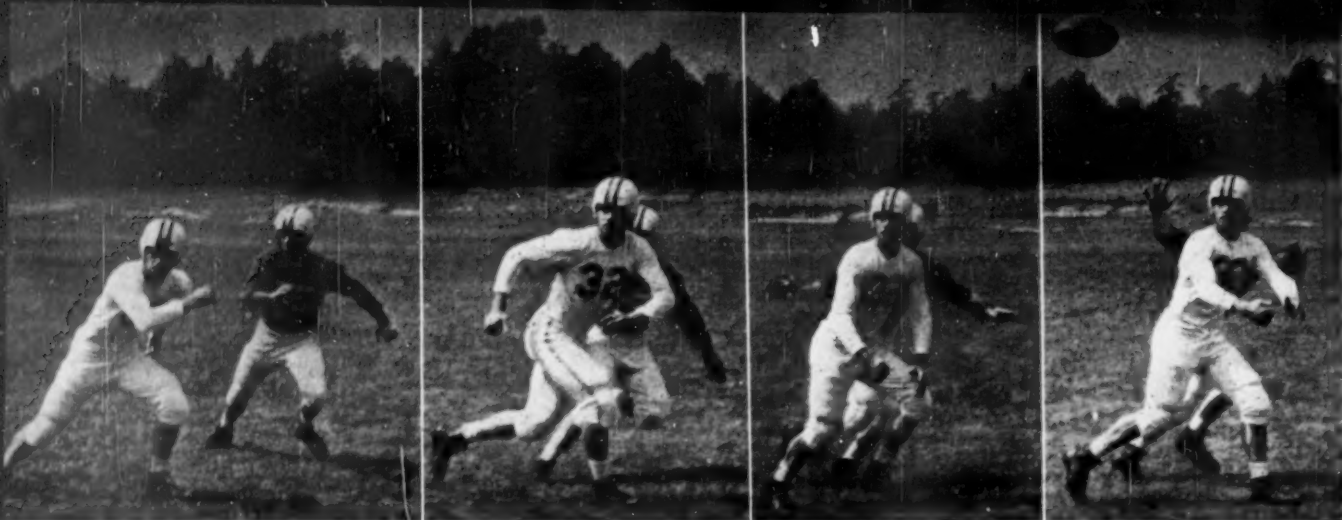
Diag. 4



Diag. 5



Diag. 6



**PASS DEFENSE:** When going after the ball, the half tries to keep one arm on each side of the receiver as he goes through his shoulders to the ball. Since almost anything is allowed if you play the ball, the defender should go through the receiver's shoulders and grab for the ball rather than the arms or shoulders.

By **EDWARD L. TEAGUE**, Backfield Coach, U. of Maryland

## Defense in

**N**OT too long ago, many coaches subscribed to the theory that "the best defense is a good offense." They had a case, too. But not anymore. It has become increasingly evident that good offensive teams have a habit of faltering against teams which combine sound defense with potent offense, and that no offense can hope to run up a score if its defense is unable to get the ball.

Coach Jim Tatum of Maryland has long been an advocate of strong, well-planned defenses, and has always stressed defense in his overall coaching philosophy. Because there's a necessary coordination between the linemen and backs in all defenses, the defensive backs at Mary-

land are chosen with certain requirements in mind.

Only the three deep backs will be dealt with here, since these men—the safety and two halfbacks—usually have much the same job in every defensive system. These three backs have the difficult job of stopping plays passing the line of scrimmage or passes thrown to particularly dangerous receivers. Any mistake by these backs may lead to an easy score.

This article will describe the type of players we like for these positions, define their responsibilities, outline the basic coaching points, and present several drills with which to develop their skill.

The job of the halfback is fairly

definite against running plays. If the ball-carrier is already in the open field, the halfback must try to maneuver him to the sidelines in order to circumscribe the running area. If the play shows wide soon enough, the halfback has to come up fast, under control, and turn the play inside of him into the safety and other pursuing defensive men. If possible, he should make the tackle on the line of scrimmage always from the outside.

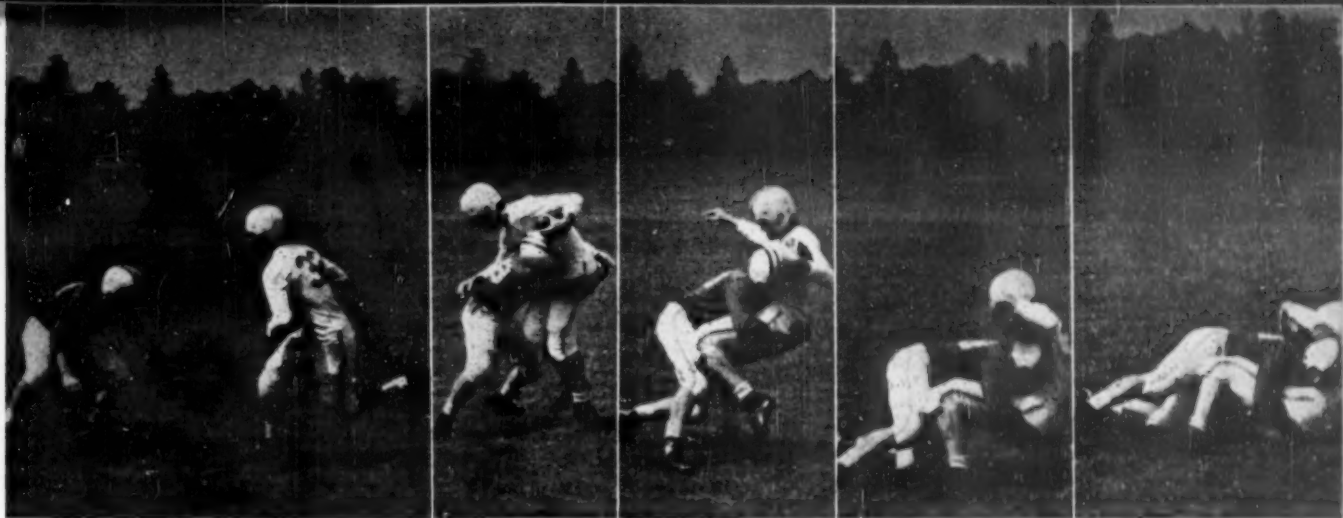
If a zone type defense is being used, the halfback must cover the deep outside zone. He should never let a receiver get deep behind, and should try to get the ball wherever it is thrown in his zone.

In a man-for-man defense, the

**FOOTWORK DRILL:** Each back faces the coach, who steps back with the ball and fakes right or left. The back moves in the direction of the fake, using the proper footwork. By employing this drill in early practice, you can teach your backs

the correct method of retreating quickly, changing direction without crossing the legs, and always watching the ball as it moves right, left or back. After maneuvering a back one way, the coach throws the other way—forcing a quick reaction.





**TACKLING:** Whenever the receiver catches the ball in front of a halfback, the latter should tackle him hard to make him cautious the next time. The tackler should aim just below the numbers and drive upward hard—staying on his feet (not going to his knees), maintaining firm contact, and landing on the top.

## the Secondary

halfback must be able to maintain the proper distance between the receiver and himself, preventing the opponent from getting close to him and breaking right or left quickly.

In view of the above, the halfbacks at Maryland are selected as far as possible according to their ability to tackle in the open field, their ability to react to the ball immediately after it is thrown, and naturally their speed and durability.

Where two men of fairly equal ability are competing for a place on the first team, the best back defensively will usually get the nod. Size is not too important. However, the small back may be handicapped both on pass defense and against interference coming down in front of the runner.

The man picked to play safety should be an aggressive tackler, a sure handler of punts, and a fast,

elusive runner. A sure handler of punts may beat out a faster man in some cases. Our safety is usually responsible for the deep inside passes, and acts as a centerfielder on all other passes. When we're using a man-for-man type coverage, the safety plays an important role in switching tactics. He usually covers one of the ends in a flanker offense.

Now for some of the coaching points and drills that we stress with our defensive backs.

### THE HALFBACKS

1. Key off offensive linemen who do not have a defensive man in front of them (center against 6-man line defenses and 4 man lines; guards against 5-man lines, 7, and 5-4 box defenses).

2. After you get your key from the linemen (determine whether the lineman starts downfield or not), shift your attention quickly

to the end or flanker, who is the first man who can get to you quickly.

3. Play for a pass first, then react to run.

4. Don't turn your back on the passer when changing direction.

5. Keep at least three yards in front of a potential receiver and try to look at the passer through the receiver. If he gets close to you, he may break quickly either way.

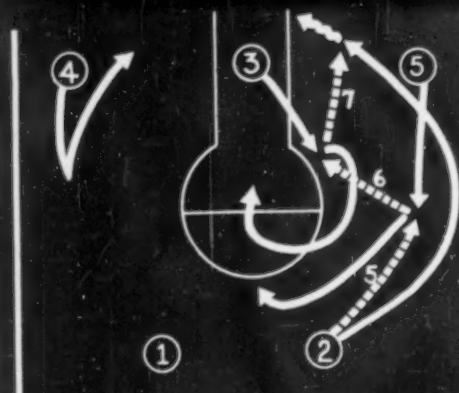
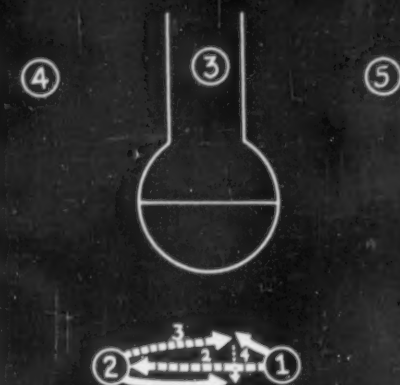
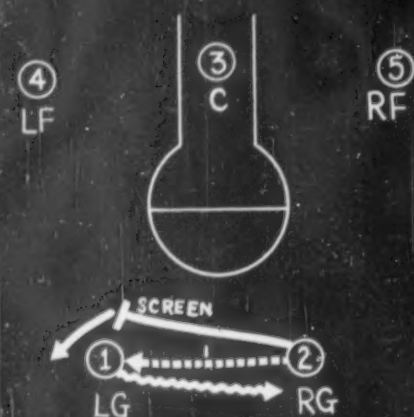
6. Once the ball leaves the passer's hand, go to the ball regardless of where you are, and go through any receiver near the ball. You may intercept a deflected ball in someone else's zone, or pick off a short pass.

7. When you go after the ball, try to have one arm on each side of the receiver as you go through his shoulders to the ball. Just about anything is allowed if you are going

(Continued on page 46)







# St. Louis' Pre-Game Warm-Up Drill

**T**HE pre-game warm-up is a vital part of a winning effort, and the wise coach will utilize this time to the fullest advantage. Since it's obviously impossible to employ all the fundamental drills in the limited time available, the experienced coach will equip his team with a pattern that will embody the basic fundamentals, assure a good warm-up, and prove pleasing to the crowd.

Coaches and fans who've seen St. Louis warm up have been extremely impressed by the soundness and flashiness of its drill pattern. Based on our regular set attack, it embodies all the basic offensive skills—passing, receiving, dribbling, cutting, scoring, timing, deployment, and quick-thinking. What's more, the boys love it—it puts the fun in fundamentals—and the crowd gets a big boot out of it.

The orthodox set-up is shown in **Diag. 1.** A full team is deployed in the front half of the court in our regular 2-3 pivot offense. Other team groups (in sets of five) remain outside the front and back lines, awaiting their respective turns. Odd players alternate with these groups so that every man gets a chance to participate.

The center (3) and the two forwards (4, 5) deploy in the regular base-line positions, while the two guards (1, 2), whom we call "feeders," form the back line.

The drill begins with the right guard or feeder (2) in possession of the ball. The first pass is made to his teammate on the left side (1). No. 2 then follows his pass and sets a screen on X-1, while 1 tries

**By EDDIE HICKEY**  
HEAD COACH

to control his man in order to make the screen more effective.

Upon receiving the ball, 1 takes a quick cross-over step with his left foot and lays down a dribble toward the right sideline, making sure to protect the ball by using the right hand. He dribbles at least twice and possibly three times, depending upon the length of each dribble.

At the end of the last bounce, he "chops" off the dribble real short and faces inside toward the end line. He's now advanced to the same general area in which his teammate initiated the first pass.

His teammate (2), after setting his screen, "fades" out of it by moving slightly backwards and toward the left sideline. The footwork employed here is similar to that frequently used in our regular attack as well as our three-lane controlled fast break. This is known as "widening."

Thus, in the back line, we've completed what we call the "cross and fade." This maneuver, an essential part of our team attack, is designed to assist generally in the control of the defense as well as to disguise the point of attack.

At the same time, it gives us a lateral movement in the back line that enables our feeders to build an appropriate passing lane for a regular play pattern. The cross and fade may be repeated several times before the actual attack is launched.

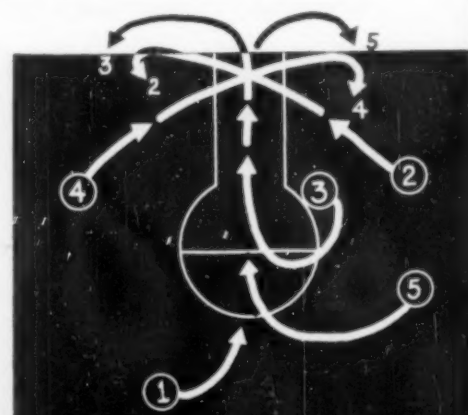
While this is happening, our baseline players are merely standing by.

endeavoring by body feints to control the imaginary opponents who, under game conditions, would be guarding them.

**Diag. 2** depicts the next development. No. 1 passes to 2 and steps slightly forward in the direction of the pass. On receiving the ball, 2 immediately return passes to 1 in his new position. These constitute the second and third passes in the continuity.

Following the third pass, 2 goes behind 1; and the latter may pass back over his right shoulder or turn his body in making this number four pass. No. 1 then fades to the left into his original starting area.

This brings us to the actual attack as shown in **Diag. 3**. No. 2 takes the return pass from 1 and pushes the ball forward with a floor bounce to the right forward, 5, who comes up to meet the ball at a point approximately even with the foul line, leaving just enough room on the





outside for the guard (2) to come through on the traditional guard-around play. The pass to the forward is the number five pass.

No. 5 immediately passes to the center (3), who must meet the ball in the general area of the pivot spot at the crook of the circle. This is the number six pass. No. 3 passes to the cutter (2), who takes the number seven pass and drives in for the lay-up.

As the scoring effort begins, the left forward (4) momentarily moves away from the base line and then "covers" the board as the shot is made. No. 3 swings to his right and circles down the middle to also be on the board for the shot.

There are thus three men on the board during the lay-up, with two men—the right forward (5) and the left guard (1) — in defensive safety positions.

The other team groups execute the same maneuver one after the other. Then all repeat the drill from the left side. Up to this point, the drill has been very simple. It's difficulty is increased—and its flashiness enhanced—when extra passes are tacked onto the scoring end.

For instance, the guard (2) may fake the lay-up and pass across (number eight) to the left forward (4), who then executes the shot.

A second extra pass may be worked in by having 4 fake the lay-up and put up a fairly high soft pass for 3, who's circled back to cover the board from the front. The latter takes the high pass and scores over the front rim. This is pass number nine.

A third extra pass may be incorporated by having 3 fake the front lay-up and pass expertly over his head to the right forward (5) who, continuing in the pattern, drives down the middle to take the number ten pass and score over the front rim.

If 5 chooses, he may make an extra pass in the same manner (number eleven pass), passing over

ONE of the greatest teachers and tacticians in basketball history, Eddie Hickey knows all the moves and works endlessly on perfecting them. The results are clearly reflected in his teams. All his clubs—the ordinary as well as the championship teams—have always been noted for their magnificent organization, ball-handling, and poise. Eddie's article mirrors his sound, inventive genius. The superb pictures on the next two pages, depicting the St. Louis warm-up drill in actual operation, are the handiwork of Jack Gould of the St. Louis Post Dispatch, and appeared originally in that newspaper.

his head to the left guard (1), who drives down the middle for the front lay-up.

The entire continuity is shown in **Diag. 4**, as well as in the accompanying photos. These extra passes require expert timing, jumping ability, and ball-handling.

Anyone may score on this pattern or the lay-up may be faked and the pattern continued in keeping with the players' ability to time the play and handle the ball. The players alternate right and left to continue the pattern, as shown in **Diag. 4**.

As a rule, however, we seldom go beyond the eleventh pass—which requires the left guard (1) to score (when the pattern starts from the right as shown in **Diag. 1**).

The whole pattern is known as the "guard around." On our first execution, the right guard (2) scores on the lay-up. The second time, the left forward (4) scores; and the third time, the center (3) scores. We then usually go into the complete extra pass pattern for showmanship. The entire pattern alternates right and left.

As part of the drill, we also incorporate a "flat" pattern and a "shuttle on the side." The latter produces further developments in our regular attack pattern.

In the shuttle, we begin as shown in **Diags. 1-2**. Then the forward (5), instead of passing to the center (3), as in **Diag. 3**, hands off to the guard

(2) cutting on the outside. This number six pass is shown in **Diag. 5**. As the forward hands off, he fades slightly backwards and toward the sideline.

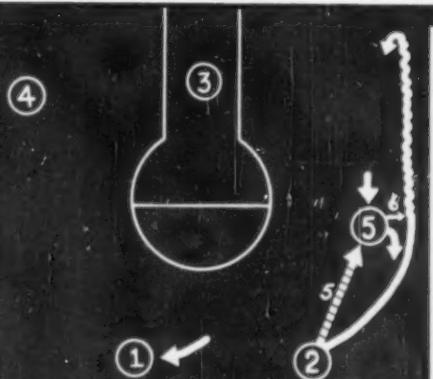
No. 2 advances with one or two dribbles and "chops" off the dribble sharply as he turns to the inside. He then instantly passes back to 5 (**Diag. 6**) and starts following his pass. This is pass number seven.

No. 5 immediately returns the ball to 2 and cuts to the inside, setting up an inside screen while faking a drive to the base line. This is the eighth pass. No. 2 now dribbles sharply out-court, while 5 finds himself in his original starting area. This is the end of the shuttle.

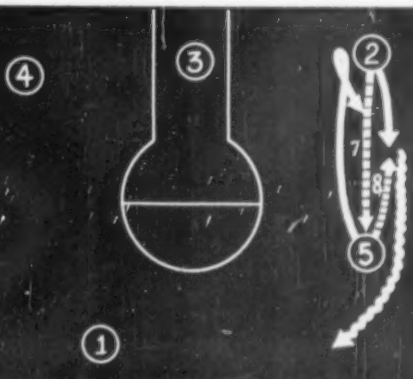
No. 2 develops the continuity (**Diag. 7**) by "chopping" off the dribble, turning, and passing to 5 meeting the ball. The latter, after faking the cut to the base line, has pulled up quickly and reversed direction. He receives the ninth pass, then immediately passes to 3 (tenth pass) and screens for 2 as the latter cuts for the basket to take the number eleven pass and drive in for the lay-up.

As before, the guard may, instead of scoring, begin the series of extra passes described in the simple guard-around phase of the drill.

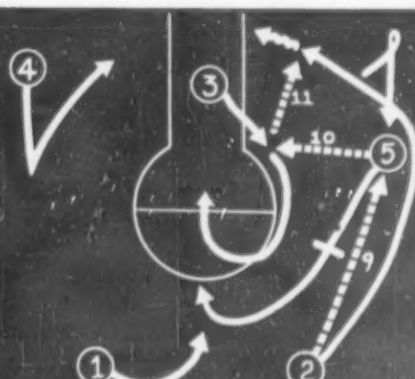
To see exactly what the drill looks like in actual operation, turn to the superb pictures on the next two pages.



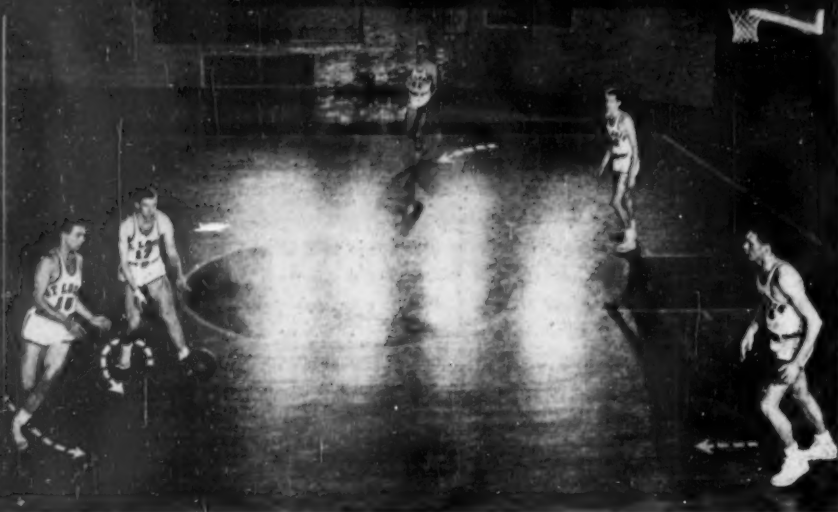
Diag. 5



Diag. 6



Diag. 7



**1** Drill opens with the guards passing and crossing on back line. It breaks into speedy action with guard Klostermeyer (17) dropping a bounce pass to guard Partington (15).



**2** Forward Koch takes bounce pass from Partington, who cuts around him while Lillis drops into slot.



**4** Lillis hands off to Partington, Koch (43) turns toward keyhole, and Russell on far side picks up speed on his cut.



**5** Instead of making lay-up, Partington flips ball up in front of goal. Russell is ready to go up, Lillis turns, while Koch and Klostermeyer start down middle.



**6** Ready for the daisy chain! Russell directly underneath tips the ball to keep it rim high and in front of the goal as Lillis (52) leaps to give it the next upward flip. Timing their moves perfectly, Koch and Klostermeyer drive down the slot for their turns at the ball. On far side, Partington twists around:



**3** Pivotman Lillis receives Koch's flip pass, Partington (15) breaks toward the hoop, and forward Russell on the far side also starts his drive. Koch (43), after feeding the pivot, cuts around toward the keyhole, while Klostermeyer stays put at the top of the keyhole.

## Billiken Play-Pattern Drill

Designed both as a crowd-pleaser and a warm-up, the St. Louis play-pattern drill is run off at lightning speed and ends with the ball bobbing in the air like a cork in an air current. As shown in these remarkable pictures (taken by Jack Gould of the *St. Louis Post-Dispatch*), the drill calls for split-second timing and swift, sure ball-handling. The drill, an Eddie Hickey creation, has achieved wide popularity wherever the Billikens have played, and the descriptive article in the preceding pages was prepared in answer to many coaches' requests. The pictures are reprinted through courtesy of the *Post-Dispatch*.



**7** Before Lillis (52) hits floor, Koch is in air to tap ball upward. Klostermeyer continues down middle, keeping eyes on ball.

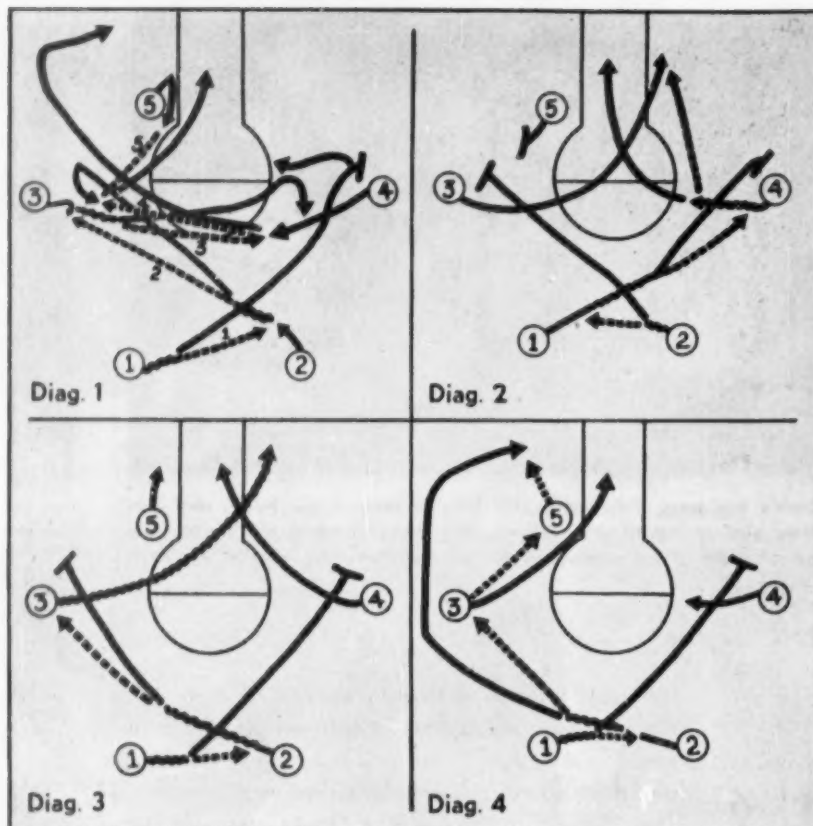


**8** As Koch comes down, Klosty starts up and Lillis (52) moves out.



**9** Klosty tips ball in to complete this five man play continuity.





## The Whiz Kids' Inside Screen Attack

**I**MMEDIATELY preceding World War II, Doug Mills put together a basketball team at Illinois that was to achieve posterity as the Whiz Kids.

Though sports experts regarded the Whiz Kids as the fastest, smoothest things in basketball shoes, Mills contended that he used a slow break, set style of offense. He used it for five years before retiring from coaching to assume the position of athletic director.

At the time, Mills clarified his position as follows:

"It has always been my contention that basketball is the most overcoached game in our athletic program. For that reason alone, I have tried to devise an offense which would be sound and practical yet encourage players to use

their own initiative, look for their own openings, and make their own breaks.

"I believe that most styles of offense, when they become too set in their ways, are easy to stop by a set style of defense. In other words, I have tried to build an offense which will put the players on their own initiative.

"If they are successful in operating under this style, I feel sure that a set defense won't stop them, since the defense won't know what's coming. The minute an offense gets set, a defense has the chance to play it and become aggressive.

"Most styles of offense have one or two men moving, with the remaining players on their heels waiting for a signal to break. We use an offense which keeps at least four

By **GEORGE L. HENDERSON**

*Coach, Toluca (Ill.) High School*

men moving and handling the ball all the time.

"By successfully doing this, we've not only developed ball-handling along with our offense, but we keep the defense constantly moving and give the fans an impression of being much faster than we really are. This is just good showmanship and part of the coaching of basketball. It has paid dividends at Illinois, for we have had sell-out crowds without championship teams."

Today's high school and college coaches can well afford to consider the Whiz Kid offense when planning their attack. It's especially designed against a man-to-man defense; and when properly taught and used, it offers a potent offensive tool.

Mills' offense is built around moving screens to the inside. The center is a very important cog and must always be in position to receive a pass from any teammate. To do this, he must be alert and capable of eluding his guard.

The pivot man is stationed about eight feet from the basket outside the free-throw lane. He moves from side to side with the ball. His primary function is as a pass receiver and a post (to cut off).

The other four men interchange positions and keep a definite defensive balance at all times. In this regard, Mills says, "Too many styles of offense are organized with no defensive balance, and thus are very susceptible to fast breaks stemming from bad passes and interceptions.

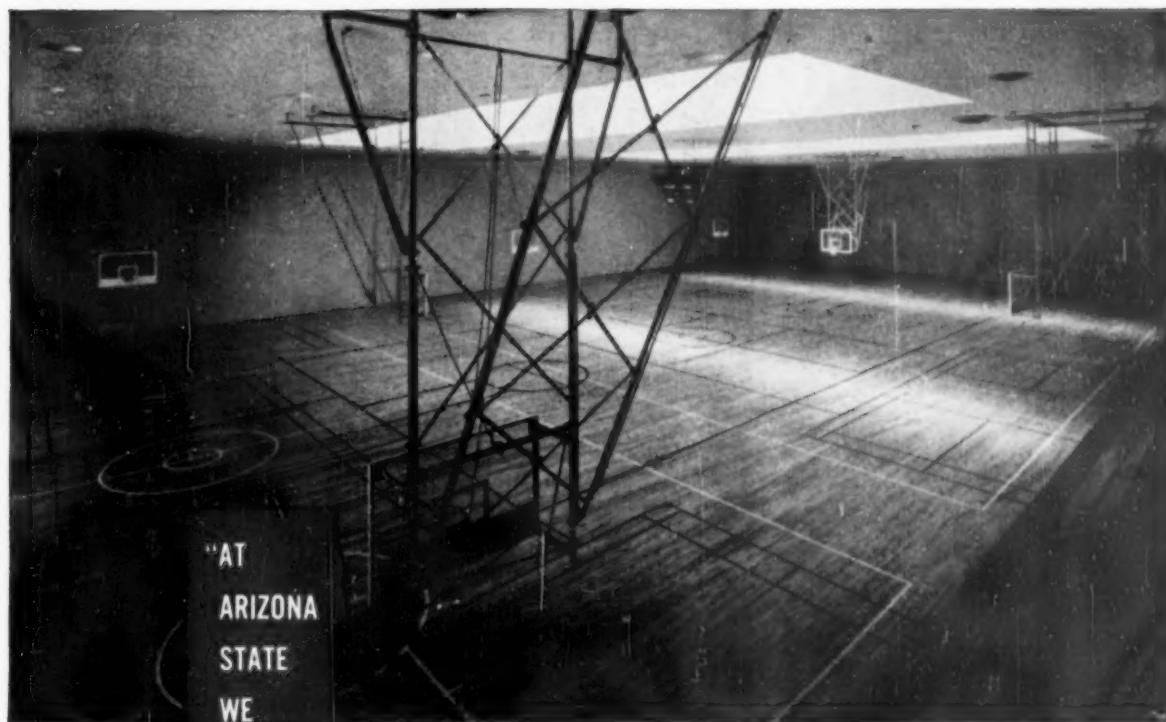
"Our system not only gives us good defensive balance but at the same time draws man-to-man defenses into the peculiar position of having their defensive guards playing in their forward positions and vice versa."

**Diag. 1** illustrates the Whiz Kids' set play number one. Guard 1, starting with the ball, passes to guard 2 and cuts in front of him. No. 2 passes to forward 3 and screens his man on the inside.

In the meantime, 1 has continued down across the floor to the right to screen X-4. Forward 4 then swings across the floor. Forward 3, who now has the ball, dribbles across, passes to 4 at the head of the circle, and goes inside to set up a moving screen for the receiver.

No. 4 dribbles once (or not at all) and passes off to No. 2, who has





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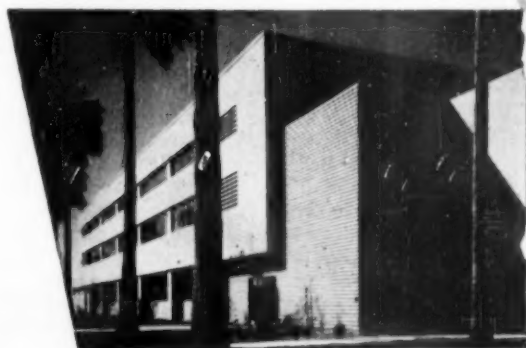
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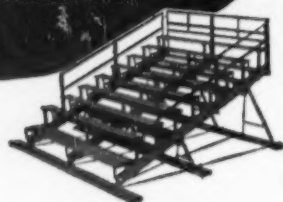
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broken away from his man. No. 4 goes inside 2 as a moving screen, and 2 passes over the screen to the pivot man, 5. No. 2 then cuts by the post hard and close.

If 2 is open, he receives a hand-back and continues to the basket. If he's covered, 5 fakes to him and looks for 4, who's breaking to the basket from the end line. No. 1 swings across the free-throw line as the third option for the receiver — taking a relief pass in case the play misses fire. No. 3 swings out as a safety.

If the play doesn't click, the men reassume their positions and continue to rotate, always screening on the inside.

**Diag. 2** illustrates Mills' set play number two. Guards 1 and 2 cross, with 1 receiving the ball from 2 and passing to forward 4. As 1 screens to the inside on X-4, 2 crosses the floor to screen X-3.

Forward 3 immediately breaks for the basket for a pass from 4. If 3 is open, he continues to the basket for a shot; if he's not, he stops and doubles up with 4, who cuts off him.

While this is going on, the post (5) has moved to the side in order to leave the center open for the cut. After screening, the two guards swing back out to the center of the floor for defensive balance.

**Diag. 3** illustrates Mills' set play number three. Guards 1 and 2 cross

as in the previous plays, with 2, after receiving the ball from 1, passing in to forward 3 and screening his man on the inside.

No. 3 immediately dribbles for the hoop. If his man has been thoroughly screened, he can go in and score. If covered, 3 stops somewhere along the way and pivots to let 4 cut off him. Meanwhile, center 5 has been backing down to the basket to maneuver his man deep underneath it.

Mills says, "This play works unusually well after the other ones, and a good dribbler can often get free for a beautiful shot. In a tight man-to-man defense, the only man who can stop him is the guard on our center, and whenever he switches off to cover him, forward 3 can pass to the center right under the basket."

**Diag. 4** illustrates set play number four. Guards 1 and 2 cross, as usual. The latter receives the ball, passes to 3, and continues on around him. No. 3 feeds 5 and follows the pass. The center looks first for 3, then for 2. Forward 4 swings across the free-throw line for the third option.

"We used signals to set up these four plays," Mills says, "and all five men knew exactly how many exchanges across the floor would be made before the play was actually launched."

## Good Sports Are MADE!

**A** LARGE number of adults who attended the high school basketball games booed at the umpire and the visiting team at every opportunity. Then the student body and the players became infected with this virus. Every opponent was an enemy and was treated as such.

Something had to be done as the school and the entire town were rapidly becoming known all over the state for their poor sportsmanship. It was becoming difficult to schedule opponents and to obtain umpires.

The principal called a meeting of community and student leaders. Everyone agreed the situation was bad and they should do something about it. Here are a few of the things they did:

1. Fixed the specific responsibility for good sportsmanship of every individual and group connected with the program. This list included coaches, players, officials, students, team captains, cheer-leaders, principal, faculty manager, athletic di-

rector, board of education, press and radio, and civic leaders and groups.

2. Gave wide publicity to these codes of behavior through the local press, student paper, radio, and talks before civic groups. Requested the English Department to write and present a skit on the subject before the students.

3. Invited the officials to be din-guests of a civic group before each game.

4. Invited the visiting coach to speak before a civic group and to be interviewed over the radio.

5. Following each game, when the visiting team stayed overnight, they held a student dance or other social event and invited the visiting players as guests.

6. Local cheer-leaders led cheers for the visiting team when it first came on the court.

7. Conducted a preseason clinic to demonstrate various systems, techniques, plays, rules, violations, etc.

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By REVEREND ARNOLD A. FENTON  
*Kicking Coach, Mamaroneck, New York*

## Surprise and On-Target Weapons for Your Kicker

**W**HERE teams are nearly evenly matched, both offensively and defensively, strategic kicking can often spell the difference. As recently as 1950, Chuck Ortmann of Michigan proved the point. In that famous Michigan-Ohio State thriller, his 11 spot punts inside State's 15-yard line were directly responsible for the Wolverine victory.

But even where a team is out-classed, a strategic kicker can upset the timing of a high scoring rival. He can bottle up elusive backs and, with the defensive aid of his teammates, wear them down physically and mentally.

No coach would sanction wild passing or random blocking and running in his offensive game. Neither should he tolerate that kind of kicking.

### THE QUICK KICK

Potentially one of the greatest ground gainers and psychological needlers, the quick kick has often been neglected or badly executed. The surprise element alone is devastating to the opponent. A few years ago I watched an underdog college team line up against an undefeated eleven. The latter was over-confident, ripe for an upset. The weaker team, on the second play of the game, quick kicked from its own 10. With a long roll, it covered nearly 80 yards. The stands went wild, the kicking team got fired up, the powerhouse was stunned.

Later in the same quarter, the undefeated team got another blast. This time an overanxious safety man tried to pick up the ball on its final roll and fumbled. The kicking team

recovered. The game ended in a tieless score, but a moral victory for the outfit with the quick-kicking specialist.

The effective area for quick kicking is between your own 10-yard line and midfield. On a dry field, wind at your back or neutral (never against it), on first or second down while the safety man is playing up close—that's the time.

The kicker should set up in his regular stance, as though for a running or passing attack. At a given signal, he starts to fade back. Here is the standard footwork: In backward motion—kicking foot, balance foot. In forward motion—kicking foot, balance foot, and kick. There are a few variations of this, but they're apt to mess up the kicker's balance and timing.

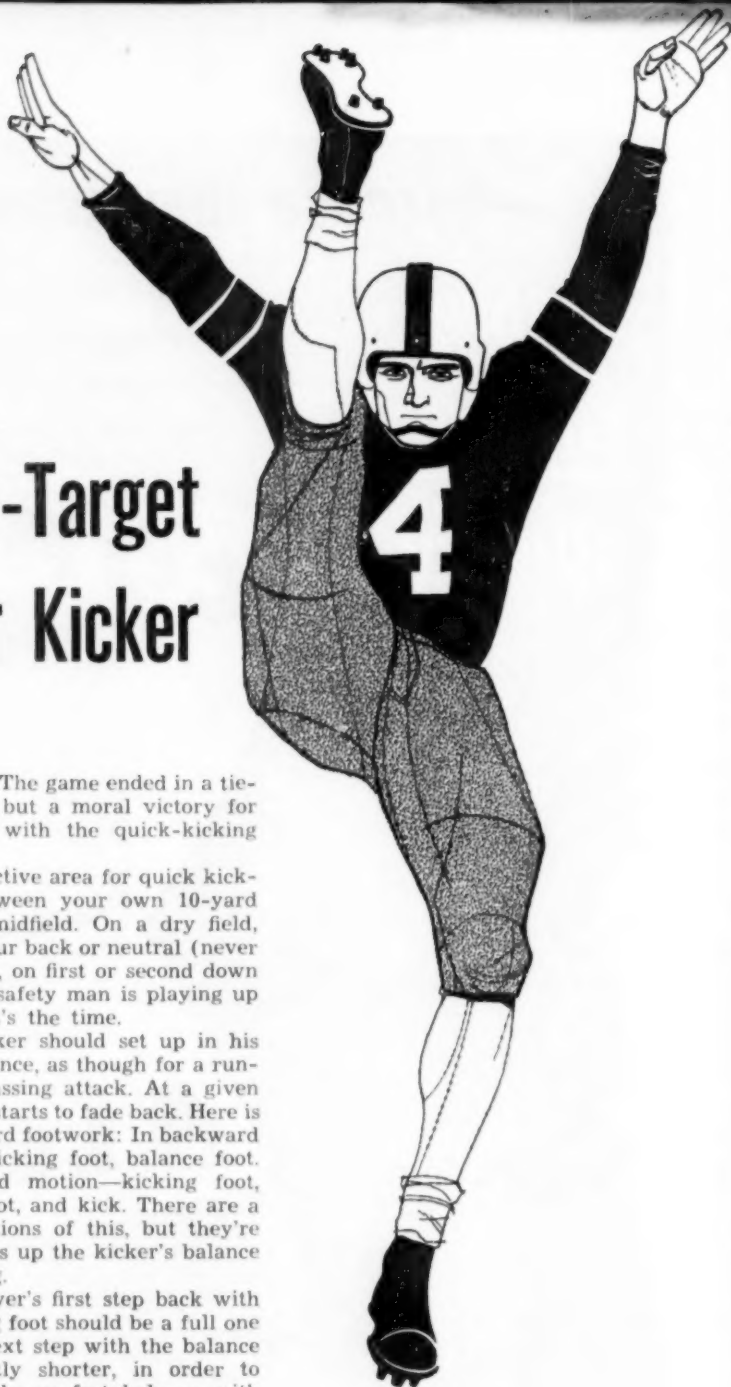
The player's first step back with his kicking foot should be a full one and the next step with the balance foot slightly shorter, in order to maintain the perfect balance with which he started. If this second step back with the balance foot is too long, the kicker is apt to roll back on his heels, lose his balance, and slow down his recovery. The timing should be such that the kicker receives the ball just as he completes his fade back.

His first step forward with his kicking foot is simply a comfort step and should not be more than 12-15 inches, depending on his height. Then he takes a full step forward on his balance foot and kicks.

Though an end-over-end kick rolls fast and true, a spiral will do about the same if kept low. Discourage high punts that lose time getting

downfield and reduce the roll. The ideal quick kick is 9-10 feet in the air. To produce it, limit the follow through, point the front tip of the ball down slightly and drop it out a trifle further.

Essential for a long roll—have the boy keep his kicking toe turned down and have him follow through naturally with his body—not falling back during or after the kick. Among the many quick kickers I have coached, Charlie Justice, North Carolina All-American and sensational punter, best learned this art





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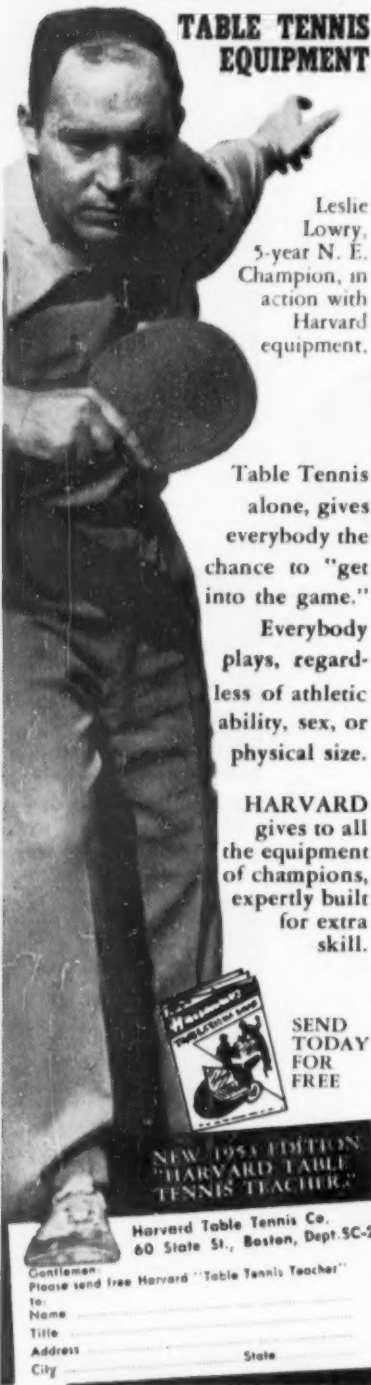
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and went on to set high averages with long rolls.

Check your kicker frequently to see that he fades back far enough to compensate for the movement forward and still be a safe distance from the scrimmage line.

Deep in your own territory, your kicker should aim to the more open side of the field. His target should be well inside of the corner flag. As he kicks from a point nearing mid-field, he can aim closer to the flag. This is done by pointing the balance foot toward the target as you step forward. Spirals kicked to the right often roll gradually in that direction and, therefore, may end up down in coffin corner.

From a deep position, a quick kick can pick up easy yardage and thus conserve your team's energy and offensive pattern. Such a kick should net at least 55-60 yards. With team finesse and proper kicking execution, it should travel even farther. Remember, there's no legitimate defense against a quick kick.

Why are some quick kicks flubbed? The chief reason is imperfect timing and spacing. Long before your quick kicker goes into operation, he should have polished that all important footwork. Have him go through the steps, over and over, until he can do it with perfect precision and timing. Anyone else who figures in this play under actual game conditions should work along with him.

Caution the surprise kicker against tightening up and smashing at the ball. They've got to be quick, but also deliberate and relaxed. Dispel the idea that quick kicking means a frenzied "get rid of the ball" operation. The emphasis is on smooth, coordinated movement and kicking. Incorporate quick kicking into your contact sessions, and watch for flaws as meticulously as you would any other offensive play.

## THE SPOT PUNT

The spot punt is usually a kick made on fourth down from midfield or in opponent's territory, always aimed for the corner. The advantages of trying to angle it out near coffin corner are obvious.

If it goes out anywhere inside the 20-yard line, your kicker has turned over the ball to the opponent but gains a yardage premium. If he angles it out at the 5-yard line, the other team has its back to the wall. And if he scores a bull's-eye at the 1 or 2, the heat is on the other outfit. Few punters kicking out from the end zone ever get much more than a short punt under such pressure.

Occasionally, some coach, who possibly hasn't explored all the

**THE** nation's foremost apostle of the kicking style developed by the late LeRoy N. Mills, Reverend Arnold A. Fenton of Mamaroneck, N. Y., is a volunteer coach widely in demand, who's taught over 1,000 kickers in high schools, colleges, and the pro ranks since 1938. This is the sixth article that Reverend Fenton has contributed to Scholastic Coach. He's also written for other outstanding publications, made a picture short for Paramount, been interviewed on many radio programs, and been the subject of an article in "Look" Magazine.

kicking angles and opportunities, will try to explain away pin-point punting as a lucky break. It's no more luck than a talented passer hitting his receiver consistently.

One of the finest methods to get your punters thinking in terms of consistent, accurate punting is by the use of targets. I've seen many unpredictable, dangerous punters—slicers and hookers—develop into reliable kickers by the use of targets. It's one way of making them conform to a consistent pattern.

Have your coffin-corner specialist start kicking about 10 or 15 yards with ease and slow motion into the hands of a receiver. He should check frequently on his stance and concentrate on good balance and getting the ball well-placed on the instep of his foot. Two of the finest kickers I ever worked with, Scussell of Yale and Clement of North Carolina, developed good accuracy with this exercise.

When he can steer the ball with fair accuracy into the arms of the receiver, he can start working on the corners. Assuming he's a right-footed kicker, have him set up 25 yards out near the center of the field and aim two yards to the right of the coffin-corner flag along the sideline.

The two-yard allowance is to neutralize the natural "pull" of a right-footed kicker to the left. Increase this "pull" allowance as you move him back so that it becomes about five yards when he's kicking from midfield. This should bring his kick in between the 1-2 yard line.

When kicking for the left side, a two or three yard allowance is figured to the right of the coffin-corner flag. On this side of the field, however, the allowance is made along the goal line instead of the sideline. Though kicking to the right side is more natural for a right-footed

(Continued on page 60)

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By HUGH S. GREER and STAN WARD

Coaches, University of Connecticut

# Controlling the Defensive Board

**T**IME after time you'll hear some expert say, "They're hard to beat because they're tough on the boards." And chances are the expert will be hitting the nail right on the head.

To win consistently, a team must control the boards. Since a few teams average more than 33% of their shots, two out of three tries at the goal wind up as free balls—and the team that retrieves most of these rebounds is going to be tough to shave.

This extremely vital fundamental has never been neglected at Connecticut, where we devote as much, or more time, to it as any other skill. We believe that a team properly coached in the basic philosophy and technique of board play will always make a respectable showing.

We begin teaching board play on the first day of practice, and stress it constantly throughout the season. Our philosophy of defensive board play is simple, "You, and you alone, are responsible for your man on the board." Thus, while we do double-team underneath on certain occasions and we do take every opportunity to sag while on defense, our board play is still basically a one-on-one proposition.

Each player is responsible for obtaining the inside position and box-

ing out his man whenever the ball is shot. As our guard is responsible for his man, and that man alone, we strictly discourage him from chasing the ball on the board, as that leaves a man uncovered. In short, our slogan is, "Play the man first and then the ball."

Where the defense carries out its assignments properly, the ball could drop to the floor without an offensive man being able to reach it, so long as it dropped within the defensive perimeter. At worst, only the long rebound could be nabbed by the offense, and then it would be in a relatively poor position to shoot.

Naturally, this sometimes involves a selling job, as some players like to dash all over the floor in pursuit of a rebound, completely forgetting their own man and thus neglecting the team picture. For this reason, confidence in their teammates' ability to do their job is a vital factor in the team picture.

In teaching the basic block-out techniques, we begin with an actual demonstration and then use simple drills to practice the proper skills. We separate our work into two parts—one being the boxing out of the post man or of anyone with his back to the basket, and the other being the blocking out of anybody facing the hoop who's on the outside coming in or across.

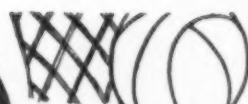
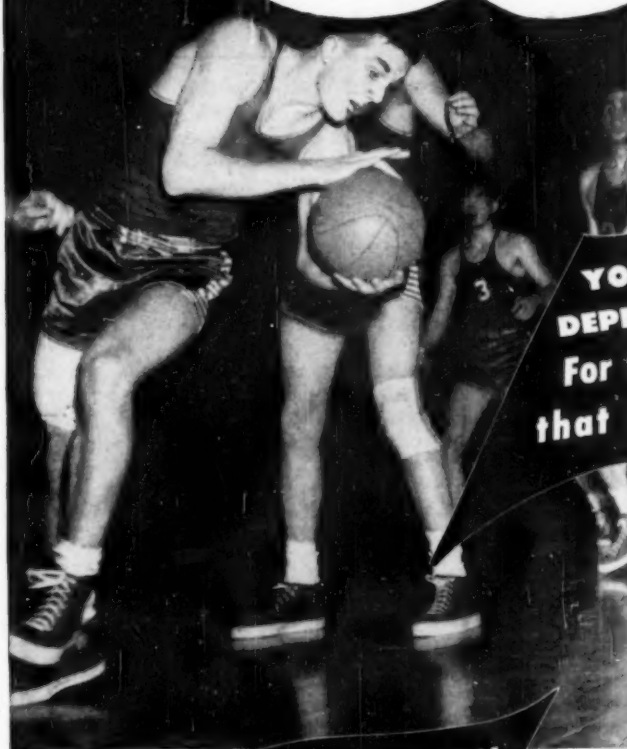
Since the former is more simple we start that phase with a demonstration and then an actual situation. Our technique is to roll the offensive rebounder away from the hoop by moving with him as he turns and to edge him out by keeping part of our body between him and his objective. Then, as he begins to force in presumably when the ball is about to hit the board, we pivot so as to maintain our position.

The pivot technique is most important, because a defensive man

**BOXING OUT:** "Play the man first and then the ball" is a cardinal principle of defense. Let's watch the guard apply it here. After the offensive man shoots, the guard does not turn his head. He stays with his man to see what he does. If the man starts moving in for the rebound, the guard turns in his path and goes with him. At the strategic moment (when the ball is about to hit the board), the guard pivots quickly, bracing himself firmly with legs slightly bent and hands up. This effectively shuts off the direct path to the goal.

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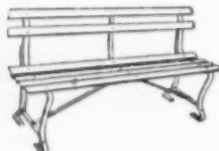
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will most certainly be called for blocking if he moves into the offensive man when pivoting. By turning quickly, the guard should be able to hold his position and thus let any contact be made by the offensive man. The defensive man should brace himself firmly, with legs slightly bent and hands raised, so that he can withstand the shock of the opponent and still be able to go up for the ball.

A proper bracing and a good ready to-go-up position are most important. A great number of players will successfully gain the inside position and then, because of poor balance or unpreparedness to leap, immediately lose their advantage.

In leaping for the ball, the player should lean toward the ball and go to meet it. Many players have to be broken of the habit of always jumping straight up into the air. This frequently forces them to reach out to catch the ball, and as a result the ball is often retrieved at a much lower level than if the player had jumped into the ball—thus severely impairing the player's rebounding effectiveness.

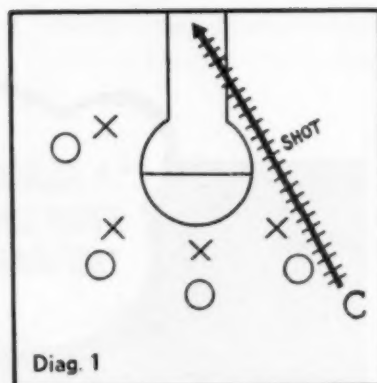
One other point is important. If the offensive man takes himself out of the play by moving too far underneath, the guard must make sure not to be lured into following him. Once the offensive man has taken himself out of the play, the guard should concentrate on the rebound until the offensive rebounder again becomes a threat.

Teaching the other type of block-out is more difficult, as basketball sense plays an important role here. As the man facing the hoop begins his cut for the rebound, we like our defensive man to back-peddle with him, thus always keeping between the basket and the opponent.

Once he has reached the proper location for the block-out, he spins quickly into good rebounding position, placing the offensive man at his back. Again the execution of the turn is of the utmost importance, as any swinging into the defensive man will most certainly be interpreted as a foul.

The biggest teaching problem here is the timing of the block-out. You certainly don't want your man to turn his head to see when the ball will hit the board. That would give the offensive man an excellent opportunity to evade the block-out and slip to the inside.

In the beginning, we followed the practice of many coaches in teaching the boys to listen for the rebound as the cue (to pivot). As time went on, however, we realized that this wasn't the happiest solution and began to experiment further.



We found first that the average player had no conception of the time that elapsed between the act of shooting and the ball striking the board or basket. Many were surprised to discover that after the average set shot they had time both to drop in with their man and then go into the block-out.

That became our standard operating procedure. We've found that with practice most boys can develop this sense of timing, so that they can block-out at the proper time regardless of the type of shot. In order to help facilitate the development of this sense, we began to use a simple drill involving the coach and four to six players (See *Diag. 1*.)

The coach, who varies his position on the floor but keeps farther away from the basket than the defense, shoots for the basket. The offensive men charge in to recover the rebound. The defensive men, through peripheral vision, have seen the ball leave the shooter's hand and then concentrate on proper blocking out procedure.

This simple drill not only helps create a sense of timing but enables the player to apply proper block-out techniques under game conditions.

One more point is most important. We continually stress the fact that by keeping a close watch on the offensive man, a guard will be able to tell when to turn. To prove the point, we use a second drill which is similar to the first except for the fact that the coach assumes a shooting position where he cannot be seen by any defensive man.

Surprisingly, most defensive men, by concentrating on the actions and facial expressions of their man, should be able to turn at the proper time even though they haven't seen the ball.

We usually spend from 10 to 15 minutes a day on these fundamentals during our early workouts and review them at various times  
(Concluded on page 38)



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By **HARRY DUBICK**

Towson (Md.) High School

## Promote Intramural Wrestling!

**M**OST high schools do not include wrestling in their winter intramural programs. Year in and year out, their cold-weather curricula are completely dominated by basketball.

This also used to be the case at Towson High School. Several factors were responsible for this. Chief among these were, first, that Towson had no varsity wrestling team and, second, that there was no private practice room for the sport. With such handicaps as these, any possible interest in the sport could hardly hope to survive.

These shortcomings were clearly kept in mind when we set out to organize a comprehensive intramural wrestling program—a program that would keep the interest of the boys for the 13 weeks of the season.

Our first problem was to secure a practice area. Adjacent to the gym was a 27' by 54' room used by the physical ed classes for games and tumbling and by the basketball team for drills. We obtained permission to annex this room, and after equipping it with twelve 5' by 10' mats and a large plastic cover, we had an excellent wrestling home.

Our next problem was to arrange a program that would stimulate the interest of the boys. On November 17, we issued a call for wrestlers; and a group of 40 boys showed up eager and ready. In the interest of health and safety, we asked each boy to get a sweat suit for practice. The plans for the year were briefly out-

lined to them, as follows:

1. Practice would be held every Monday, Wednesday, and Thursday for the first three weeks.

2. Teams would be chosen near the end of the third week. These teams would be selected by me. Since we had 40 boys, this meant two teams of 20. (All of the boys fell into one of eight weight classes—120, 127, 133, 138, 145, 154, 175, and unlimited.)

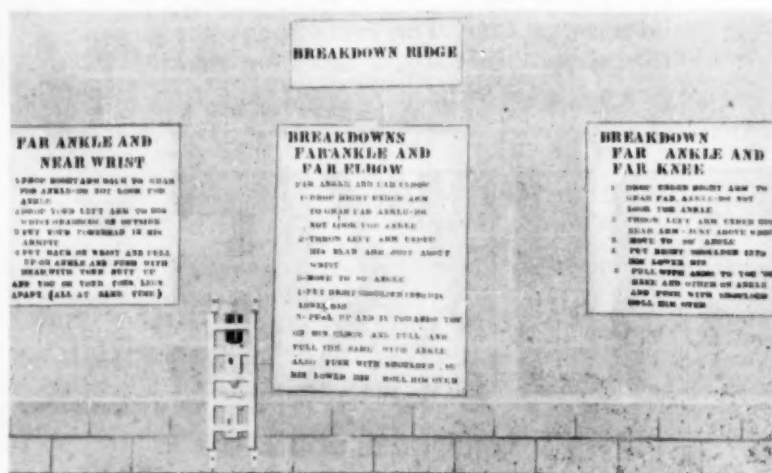
3. Practices would be alternated for each team. (Later on, a fourth day of practice—Friday—was added.

4. Team matches would be held

every other week, with team tryouts being conducted a week before the matches. The winners of these tryouts from each team would meet on one day, while the losers from each team would wrestle the next day.

5. A round-robin tournament would be held in February, with the finals being contested on Friday evening, February 27, in conjunction with the intramural basketball finals.

6. The only requirement would be regular attendance at practice. Each boy would be allowed two unexcused absences before being dropped from the program. (We felt that regular attendance would keep the



Poster display in wrestling room analyzing break-downs "by the numbers."

On gymnasium floor at Macalester College, St. Paul . . .

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boy in good condition and thus reduce the chances of injuries.)

The first thing we did by way of preparation was to collect all the illustrated wrestling articles we could, and mount these on large 2' by 3' cards. These were the first of the many posters and bulletins to be placed on the walls of our wrestling room.

Three other bulletin boards were also put up—one announcing coming practices and outlining the exercises, another listing the complete roster and daily attendance, and a third, of double width, listing the boys under their respective weight classes.

The last stage of our campaign was to have the managers print and then post each basic skill on a large poster card. Each technique was described "by the numbers" and posted in a special section of the room. The main groupings included: Top Takedowns, Mad Escapes, Break-down Ridge, and Pinning Punches.

Our last poster drew the most comment—and results—from the boys. Posted right smack on the ceiling directly over the mats, it read: "If you can read this, YOU'RE LOSING."

The room decorations were still being put up when we started practice. The first three weeks were devoted mainly to conditioning and fundamentals. This was deemed essential since we had only one boy with wrestling experience. We tried to follow a continuity the first three weeks, and following are the 10 sessions together with the basic fundamentals taught in each:

Nov. 17—General orientation of:

1. Match.
2. Maneuvers—takedowns, break-downs, rides, escapes, falls or pins.
3. Scoring and illegal holds.
4. Referee's position—top man, bottom man.

Nov. 19—1. Reviewed referee's positions.

2. Escape—sit out to a reversal.

Nov. 20—1. Reviewed sit out.

2. Escape—sit out and turn in.

Nov. 24—1. Reviewed sit out and sit out and turn in.

2. Escape—back out.

Nov. 26—1. Reviewed escapes.

2. Rides—far ankle and near wrist, far ankle and far elbow, far ankle and far knee.

Nov. 27—1. Reviewed escapes and rides.

2. Pinning positions—half nelson and crouch, cradle or reverse nelson.

3. Short 1 minute matches, starting from referee's position.

Dec. 1—1. Reviewed previous lessons and remarks on matches.

2. Escape—arm roll.

Dec. 3—1. Reviewed all escapes and rides.

2. Escapes—step over, runaway.

3. Pinning holds reviewed.

Dec. 4—Team "B":

1. Standing stances—free, locked.

2. Takedowns—under-arm sneak, double leg tackle.

3. Reviewed escapes and rides.

Dec. 5—Team "A": Same as Dec. 4 practice.

A typical practice during these first three weeks included the following items:

3:35-3:50, Dress and get mats out and cover on.

3:50-4:00, Run mile to 2 miles.

4:00-4:20, Calisthenics—side straddle lap, touching opposite toes, squat thrusts, arm circles, head rolling, sit ups, bicycle peddling—lying on floor, push-ups, wrestler's jump.

This last exercise was a combination of running in place, bridging, and the development of same. Procedure: (a) *Run* in place knees high, (b) *Block*—drop to the referee's position on all fours, (c) *Back*—turn on back, (d) *Bridge* on neck, rounding back and forth. The commands were given rapidly in mixed order.

4:20-4:40, Fundamentals to be taught—Escape Arm Roll. Boys would team up with a partner, everyone in referee's position. The leader then briefly explained the fundamental and then demonstrated "by the numbers":

1. Grab under arm and secure elbow.

2. Roll to 45° angle.

3. Turn to 90° angle when over him.

4. Throw in reverse half-nelson and crotch, put chest against chest, work on toes.

5. Legs apart toward head.

(Note: This same procedure was used for every fundamental.)

4:40-5:20, Review of previous lessons—Riding, Breakdowns, Escapes. Each team works on the mats separately from referee's position, executing the maneuvers "by the numbers." No resistance. First, bottom man does several escapes, then top man tries a few breakdowns, then they reverse positions. After both teams have executed the "numbers" drill, we work each team separately with a game called "Break-escape." The boys are paired up, ready to start from referee's position. Each top man turns his back to the leader. The bottom men are then given a choice of two or three escapes. Each escape has a number, as follows:

1. Sit-out or reverse.

2. Sit-out and turn in.

3. Back-out

4. Arm roll.

(Concluded on page 69)

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# Training and Conditioning for Basketball

**M**ANY basketball coaches have no clearcut idea or plan for getting their boys into shape and then keeping them that way throughout the long season. Since basketball requires the ultimate in condition, no coach can afford to overlook any factor contributing to it.

It's with this in mind that the writer would like to present a set of basic rules for achieving top condition. Though the following treatise was prepared specifically for basketball, most of the tips hold true for any sport.

## ACADEMIC

First and foremost, keep up with your studies. Training tips will mean little unless you have good grades. This holds true on every level of competition—grade school, high school, and college.

## PHYSICAL EXAMINATION

No boy should participate in basketball, or any other sport, without first having a complete physical examination by a competent physician.

## CONDITION

In the modern day game, it's essential to get in shape before the season, then stay in shape throughout the season. As early season conditioners, cross-country running, calisthenics, volleyball, and rope skipping are excellent.

Rope skipping is neglected by many coaches, but it constitutes a fine conditioner (strength and stamina) and aids in the development of agility, gracefulness, and body-balance. In this connection, it's especially recommended for the big awkward boy.

## CARE OF FEET

Many people wear shoes for only one purpose—to dress up the feet. They choose style before comfort. As a result, they tend to have corns, calluses, ingrown toenails, arch trouble, low back ailments, and frequent blisters. All these conditions

## By KENNETH RAWLINSON

*Trainer, University of Oklahoma*

tend to hamper and slow up an athlete.

A player's feet should be conditioned in the same manner as the rest of the body (from gradual to extreme). Above all, they should be shod with a good pair of basketball shoes that will enable the player to smoothly and harmlessly perform all the sudden starts, stops, turns, and pivots.

The individual should also paint his feet with a skin toughener, and use the foot powder bench before and after every practice.

At Lafayette College, we required each boy to wear two pairs of socks (one light pair and one heavy pair) to eliminate much of the friction that causes blisters. In addition, we recommended that the inside pair be worn inside out to keep the rough loose threads from causing discomfort.

The toenails should be cut straight across (not rounded); and if the player is susceptible to ingrown toenails, he may try cutting a deep V in the center of the nail and shaving the top surface, thus enabling the sides to curl up.

The athlete who follows these

suggestions will eliminate the possibility of serious foot trouble either before practice starts or definitely by the end of the tenth day of practice.

## INJURIES

All injuries (blisters, floor burns, sprains, etc.), no matter how minor in nature, should be immediately reported to the coach or trainer. Catching an injury early prevents infection and greatly accelerates treatment. Since an entire book could be written on the care of the various injuries, I'd like to by-pass this phase of conditioning.

I believe that all athletes should be required to wrap or tape their ankles before every practice or game. This is commonly done in football, not so frequently in basketball. Yet it's more important in basketball, since the hoop shoe offers less protection and the game, with all its quick starts, stops, pivots, and leaping, imposes a severe strain on the ankles.

At Lafayette, all football and basketball players were required to wrap their ankles.

The prohibition of horseplay before, during and after workouts will also eliminate many unnecessary injuries.

## COLDS

Colds plague every squad. Some schools give their athletes cold and flu shots before the season. Others feed their boys vitamin tablets and fruit or fruit juices after every practice. Regardless of whether your school can provide the above, I feel that you can help control colds by having your boys abide by the following:

1. Wear a sweat shirt and sweat pants whenever you're not actively engaging in practice.

2. Take a shower after every practice and game. The shower should not be too hot; and on the day before a game, it should be short and snappy.

**A**FTER graduating from the U. of Illinois in 1936, Kenneth Rawlinson became head coach and physical education director at Casey (Ill.) H. S. Five years later he returned to his alma mater as assistant trainer. Then he moved to the College of William and Mary as head trainer and physical education instructor. Five years later he moved on again, this time to Lafayette College. He put in six distinguished years as head trainer and physical ed instructor, until lured to the University of Oklahoma last February as head football trainer.



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3. Make sure the hair is thoroughly dry before going outdoors. Protect the neck and chest with a muffler.

4. Wear a cap or hat during the season. Many midwest colleges and high schools are awarding letter caps along with their letter sweaters. I've found that many boys will wear these caps where they won't wear any other type of hat. At Lafayette, a few years ago, the basketball squad would select some type of cap, usually a bright plaid, to wear for the entire season. While the boys would wear them mainly for identification as basketball squad members, it also helped reduce colds.

5. Breathe through the nose.

6. Establish regular bowel movements.

7. Drink plenty of water during the day and early evening, but very little, if any, during a workout or game.

8. Eat a well-balanced diet with plenty of fruit (more about diet later on).

9. If you have a dry throat or a dry throat cough, try using a pinch of Cramergesic on the roof of the mouth. This will tend to reduce the desire for water.

9. Get nine to ten hours of sleep daily in a well-ventilated room.

10. Keep equipment clean. Change socks, jerseys, towel, etc., every day if possible, and do not loan them to anyone.

In conclusion, whenever you feel a cold coming on, drink plenty of juices and water, and get to bed as early as possible. A few hours of extra sleep may be all that is needed to ward off a cold. If you find that you cannot go to sleep, try drinking a glass of warm milk before retiring.

### DAILY DIET

Much has been written about diet and diet fads. Though space forbids any lengthy discussion of diet problems, I'd like to offer a few simple suggestions which may serve as a guide in selecting an adequate diet.

One will find, as a rule, that where the athlete insists on a good breakfast, the rest of the day will take care of itself. The big dietary problem with many of our young athletes may be attributed to faulty breakfast habits—too little food eaten in too much haste.

An athlete should eat a well-balanced diet of not more than three meals per day. The amount of food should be determined by the degree of activity. The meals should be eaten slowly at regular hours, and the food should not be washed down. It's better to go away from the table feeling slightly hungry.

**For Energy**, carbohydrates—bread, potatoes, sugar, etc.

**For Body Building**, protein—milk, lean meat, eggs, cheese, cereals, etc.

**Roughage**, stimulates bowels and brings about proper elimination—fruits, cereals, fresh vegetables, etc.

Where the daily diet is varied and well-balanced, the athlete will be assured of getting all the vitamins and minerals he needs.

### PRE-GAME MEAL

Insofar as the pre-game meal is concerned, this varies with practically every coach. A few years ago, the great U. of Kentucky basketball team ate the following meal three hours before game time:

Two poached eggs or thin slice of roast beef.

Two slices of dry toast.

Tea or coffee.

Cramers suggests the following pre-game meal (basketball or football), eaten three and one-half hours before game time:

One large glass of orange juice.

One medium baked potato—salt and butter.

Two slices of bread with butter.

One-half cup of seedless raisins.

If the weather is cool, a small piece of broiled steak or roast beef may be added. Since the pre-game meal doesn't contain much salt, one or two tablets are suggested with the meal.

At Lafayette, we ate a rather heavy pre-game meal (basketball) four hours before game time. It consisted of the following:

Fruit cup.

Broiled eight oz. lean steak.

Small baked potato—salt and butter.

Peas.

Two slices Melba toast with honey.

Hot tea with plenty of sugar.

Between halves of our games, the boys ate from a quarter to a full orange, a few dextrose B<sub>1</sub> tablets, and drank a minimum of water.

A few odds and ends about food:

Honey has twice the caloric value of sugar, and its direct absorption accounts for its remarkable energy response.

Seedless raisins are one of the best foods available. They can be eaten as part of a meal or as a snack. Raisins may be the answer to the candy and between-meal eating habit.

A bowl of cereal and milk or a few raisins after school or at bedtime is both satisfying and nourishing.

Due to a loss of salt through excessive perspiration, it's recommended that salt tablets be taken one-half to one hour before practice, after practice, and with or after

(Continued on page 74)

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CEDAR RAPIDS, IOWA



# Gauging Individual Performance

By **CHUCK STEVENSON**, Basketball Coach, Baker (Ore.) H. S.

**B**OTH sportswriters and basketball fans are overwhelmingly point-conscious and tend to concentrate their attention on the spectacular high scorers. The good all-around player, who frequently is the hub of the team, is either neglected or relegated to a weak second fiddle.

This may create a psychological problem for the coach. Boys, being all too human, like their share of recognition and resent having their talents demeaned. Where the high scorer is a poor all-around player—as he often is—the rest of the team may work up a grudge against him, and the coach may wind up with an acute morale problem.

With this in mind, the writer has developed an improved method of evaluating performance. The "Basketball Score Card," while by no means a perfect instrument, does offer a more accurate evaluation of each player's performance. The player's individual "score" for the game is based on all-around performance, with ample but not inordinate credit being given to his scoring ability.

Our manager keeps this Score Card during games, with assistance by the coach. He merely fills in the three boldly lined areas (assists, ball lost, recoveries). The rest of the information comes from the rebound chart, shot chart, and score book.

The statistics are easy to obtain. As you may note in the accompanying illustration, the following facts are ascertained:

1. Quarters Played—useful to decide letter winners at end of season.
2. Assists—credit one assist to player whose pass results in basket.
3. Recoveries—credit player who gains possession of ball any way but by a rebound.

4. Rebounds—add defensive and offensive rebounds together. This information taken from rebound charts of game.

5. Shot Percentage—work out to nearest double digit whole number. However, if player shoots only once and scores, record shot percentage of 33%, twice and scores record 50%, three times and scores give full credit of 100%.

6. Points Scored—total points scored in game, taken from scorebook.

7. Points Earned—total of numbers 2, 3, 4, 5, 6 (above).

8. Ball Lost—each time player loses ball in any manner score 5 points against him.

9. Free Throws Missed—taken from score book.

10. Fouls—taken from score book.

11. Opponent's Score—divide your score book into four quarters;

then check each player's opponent; quarter by quarter. From score book and record of men checked, you can arrive at a fair number of points to award each man's opponent. If you use a zone defense, divide the opponents' total score by the number of players you used according to time they played.

12. Points Lost—add numbers 8, 9, 10, and 11 (above).

13. Subtract points lost from points earned to arrive at the individual game score for each player.

14. Average Team Score—add all individual scores together and divide by number of players in game. We keep a large chart 24" by 30" with opposing teams' names across top and points 0-10-20, etc., to 80 along vertical left side. We plot our average team score under respective opponent's name, which gives us a graph showing team progress for each game played. Very useful for showing to lay groups around town.

We do not score men who play less than a full quarter.

The Score Card has several significant values to offer a coach, mainly:

1. It gauges effort. The harder a boy practices, the better showing he'll make in a game.

2. It measures progress. Basketball coaching is very similar to classroom instruction. The practice sessions are the learning period, and the game is the weekly test. These weekly tests scores can be used to show the rate at which individual and team proficiency is increasing.

3. It channels coaching effort. The  
(Concluded on page 42)

BASKETBALL SCORE CARD									
Site of Game			Date			Opponent			
QRTS. PLAYED	(NAME)	(ASSISTS)	(RECOVERIES)	(REBOUNDS)	(SHOT PER.)	(PTS. SCORED)	(PTS. EARNED)	(SCORE)	
		(BALL LOST)		(FT'S MISSED)	(FOUL)	(OPP'S SCORE)	(PTS. LOST)		
QRTS. PLAYED	(NAME)	(ASSISTS)	(RECOVERIES)	(REBOUNDS)	(SHOT PER.)	(PTS. SCORED)	(PTS. EARNED)	(SCORE)	
		(BALL LOST)		(FT'S MISSED)	(FOUL)	(OPP'S SCORE)	(PTS. LOST)		
QRTS. PLAYED	(NAME)	(ASSISTS)	(RECOVERIES)	(REBOUNDS)	(SHOT PER.)	(PTS. SCORED)	(PTS. EARNED)	(SCORE)	
		(BALL LOST)		(FT'S MISSED)	(FOUL)	(OPP'S SCORE)	(PTS. LOST)		
QRTS. PLAYED	(NAME)	(ASSISTS)	(RECOVERIES)	(REBOUNDS)	(SHOT PER.)	(PTS. SCORED)	(PTS. EARNED)	(SCORE)	
		(BALL LOST)		(FT'S MISSED)					

Patented score sheet used to evaluate each player's game performance.

---

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Directed to the needs of the college student, Langton and Anderson emphasize the basic principles of health promotion of normal American youth. They write in terminology which the student can comprehend and integrate as functional knowledge. Beginning with an overview of health, they go on with the development of health areas of significance to youth. They deal with the vital health questions American youth is asking and leave out the material of general common knowledge. Questions of deepest personal concern in the area of sex and reproduction are treated with finesse which is both wholesome and informative. Their goal is not the education of "health experts"—but rather well-informed citizens, with an understanding and appreciation of community health as well as personal health.

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## **Bucher's METHODS AND MATERIALS IN** **PHYSICAL EDUCATION AND RECREATION**

There are many novel features to recommend this compilation of the best methods and materials available for teaching physical education and recreation activities. Written with the collaboration of sixteen qualified authors who are specialists in their various fields, it was accomplished with real cooperation and teamwork under the capable editorship of Charles A. Bucher. It represents a departure from the traditional plan of textbook writing and is applicable to methods and material courses in teacher training institutions, to required courses of physical education in secondary schools and colleges, to the needs of physical education and recreation leaders in the field and to the many lay individuals who are interested in knowing more about the many activities that are presented. There are nearly one hundred different activities covered. (In Preparation).

## **Turner's PERSONAL AND COMMUNITY HEALTH** **Ninth Edition**

Instructors have been using Turner's text through nine editions with the utmost satisfaction because it has a stimulating effect on health teaching—and because no other book bridges the gap between health theory and health practice so well. This Ninth Edition meets the challenge of modern health problems from both its divisions—Personal Health and Community Health. Many teachers tell us they appreciate it because it covers all aspects of the subject in a mature tone. It is concise in presentation and the Appendix renders collateral material unnecessary.

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## **Nash's PHILOSOPHY OF RECREATION AND LEISURE**

Based upon sound social psychology—and a clearly defined philosophy of life as well as recreation—Dr. Nash's book is a challenge to a modern complex society. His practical approach—presented in beautiful and stimulating language—is proof and testimony to the leadership he has demonstrated in the field of recreation. He gives both instructor and student much to study and ponder. Yet he sets forth very concrete ideas on how values accrue to recreational activity—and how an individual gains status through the thrill of accomplishment and mastery of leisure time.

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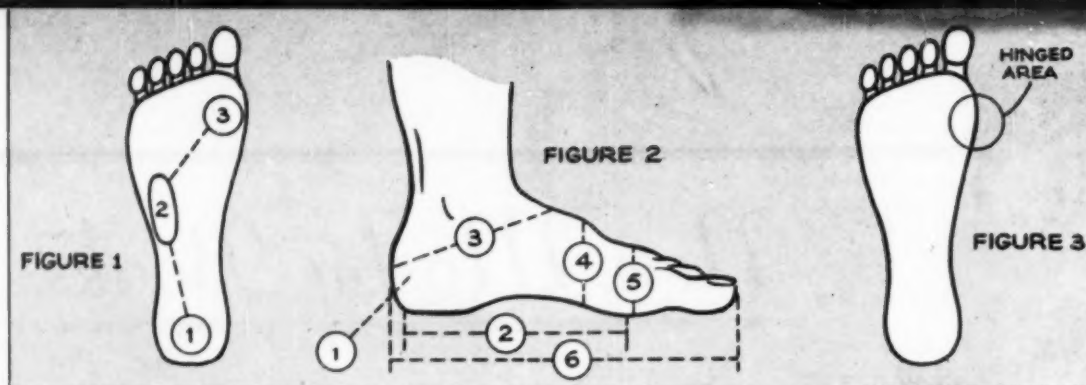


Fig. 1, Weight-bearing triangle; Fig. 2, basic checkpoints; Fig. 3, hinged area.

# If the Shoe Fits...

By JOSEPH DOLLER, Trainer, Chicago Cardinals-Loyola U. (Chicago)

**C**ONSIDERING the vital importance of the feet in athletics, you'd think that coaches would make every effort to see that their boys are properly shod. Unfortunately, this isn't so. Shoes remain the most neglected item in the athlete's "wardrobe."

If a boy says he wears a size 8 or 9, he's given this size without any question or investigation, and is stuck with it until the shoe wears out or he complains of foot trouble. This produces a lot of coaching headaches—and athlete's footaches.

Many athletes, especially younger boys, will continue with a poor shoe rather than complain. You'd be surprised at how many of them will suffer in silence through fear of the coach or of being called a "gold-brick" or "crybaby."

So they'll keep wearing the mis-fitted shoe and wind up with cal-luses, blisters, and the like. These, in turn, may lead to the more serious foot maladies such as hammer toes, bursitis, and arch difficulties, all of which produce rapid foot fatigue and foot inefficiency.

When caught in their early stages, these conditions respond well to proper treatment. When untreated, however, they develop into chronic affairs that sometimes become extremely difficult or even impossible to correct.

On the other hand, it's heart-warming to visit a locker room at the beginning of a season and find a coach examining every piece of equipment for proper fit. Coaches should never take it for granted that a shoe fits. Foot injuries can cause as much trouble as shoulder or knee injuries, and that adage about an ounce of prevention being

worth a pound of cure certainly holds true here.

While it's true that the toes and balls of the feet are prone to blister in early season training, it's felt that a properly fitting shoe will greatly reduce or entirely eliminate this trouble. (Note: The author doesn't claim that all foot difficulties can be eliminated by a proper shoe fitting. His reference is merely to those that are caused by improper fitting.)

This paper isn't intended to reflect unfavorably on either the coach or the athletic shoe industry. Tremendous strides have been made toward progressive athletic footwear, and it's hoped that this writing will be accepted as an aid in the care of athletes.

Before delving into the shoe fitting, let's take a quick glance at the anatomy of the foot and what it's subjected to while encased in the shoe.

Investigators have found that three main points are involved in the act of motion or propulsion of the foot. These three points are referred to as the weight-bearing areas, and are:

1. Heel (calcaneal area).
2. Outer border of the foot (cuboid area).
3. Base of big toe (1st metatarsophalangeal).

Actually, the weight is borne on these three principal areas in rapid sequence, forming a triangular tangent—as shown in Fig. 1.

The remaining parts of the foot dovetail their activities with the weight-bearing areas, thus forming a most intricate unit of motion. So, all in all, though the foot has three important sections, it cannot function properly without the aid of such

other important parts as the toes, bones, tendons, ligaments, muscles, etc.

While regarding the foot as a single unit of action, we mustn't forget that the impairment of any working part can be a causative factor in lowering the efficiency of the athlete.

In the fitting of the footgear, the main portions of the foot to be taken into consideration are (see Fig. 2):

1. Heel.
2. Heel-to-ball measurement.
3. Heel-to-Instep measurement.
4. "Waist"-of-foot measurement.
5. Width across ball of foot.
6. Complete length, including room for the toes in the toe box of the shoe.


After these points are examined and found to be satisfactory, the foot should be subjected to the body weight in the standing or walking position. The observer should now check to see that the ball of the foot occupies its proper position in the shoe—that is, it should rest precisely on the spot where the inside border of the shoe bellies out in front of the arch area. (See Fig. 3.)

This portion of the fitting, commonly known as the "heel-to-ball" measurement, is considered most essential. It's the key to proper length.

Next is a check of the toe box to see that there's enough room for the toes—all five of them. The desired amount of room varies with the sport. The football shoe, for example, should allow approximately a half inch of free space between the end of the toes and the beginning of the shoe tip.

For basketball, baseball, and track, a snugger fit—approximately





**This can be completely eliminated this season!**

**New invention makes broken teeth a thing of the past!**

With the recent invention of the ODDOGUARD, there is no longer any reason why even one member of your football squad should suffer mouth or tooth injuries. The ODDOGUARD protects against broken teeth, split lips, tongue and cheek lacerations, or concussions due to blows on the jaw. (Incidentally, recent statistics show that among 4,000 college players, a total of 733 teeth were lost, broken or chipped).

**It's the number 1 mouth protector among boxers.**

The ODDOGUARD was originally introduced in the boxing field, where it has quickly become the number one mouthpiece. It is the only ready-made mouthpiece approved by the National Boxing Association. (The only other one so approved is an expensive custom-made guard). The ODDOGUARD is so comfortable and practical that over 150 colleges and schools are already using it for football.

**It's the first really comfortable mouth protector.**

Players like to wear the ODDOGUARD because it's the first really comfortable mouth protector ever developed. Compare the ODDOGUARD with other mouth protectors, and you will see why it is such a great improvement. Note that the ODDOGUARD doesn't just cover the upper teeth; it gives DOUBLE PROTECTION for both the upper and lower teeth, as well as the lips and gums; and thereby offers far greater protection against concussions due to blows on the jaw.

**No fitting problems.**

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**Patented hinge action—nothing else like it.**

Because of the ODDOGUARD's patented hinge action, IT CAN'T FALL OUT but it can be removed instantly. IT CAN'T GAG because it can't move back in the mouth. IT PERMITS EASY BREATHING, TALKING, SPITTING, BECAUSE IT OPENS AND CLOSSES WITH THE MOUTH.

**Makes for more aggressive play.**

When your players realize there is no longer any danger of getting their teeth knocked out, you will find they play more aggressively. Also, their parents worry less—which means more cooperation from home.

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The low cost of the ODDOGUARD makes it a necessity for every college and high school football squad. Join the many progressive athletic directors and coaches who have adopted the ODDOGUARD. Insist on getting the genuine article; accept no substitutes. You can buy the ODDOGUARD from your regular sporting goods dealer, or write to us for the name of your nearest dealer: EVERLAST SPORTING GOODS MFG. CO., INC., 26 East 14th Street, New York 3, New York.



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The sizes  
go by  
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in the  
toe



Sock Size	Thread Color
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11	Red
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Whatever you want—  
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PART WOOL  
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CUSHION FOOT



ALL NYLON

a quarter of an inch—is desired in order to keep the foot from having too much play inside the shoe. It's this play that causes friction leading to the inevitable blister.

The examination of the toe box should be made while the athlete is in the weight-bearing position. Careful observation is essential. You'd be amazed at the number of big league players with foot trouble stemming from short fittings.

In addition to determining the proper length and toe space, the coach should check the width of the toe box in relation to the width across the ball of the foot. This area of the foot is referred to as the "waist."

Going back from this area, we come to the longitudinal or long arch. It's necessary to check here to make sure there's no excessive space between the bottom of the arch and the arch space of the shoe. If excessive space does exist, proper padding should be inserted by skilled hands to make up for it.

The uppers of the shoe should then be checked to see that the metal eyelets aren't causing undue pressure on the dorsum of the foot.

Also of vital importance is the fit of the shoe around the heel area. In a large number of cases, where the foot is normal, the heel fit will be adequate so long as the heel-to-ball measurement is correct.

In leather shoes, heel counters of a durable material are built right into the shoes. If the cupping of this counter is adequate, it will lend support to the heel area. If trouble

does arise here, steps must be taken toward correction, since many heel troubles stem simply from a poor heel counter fit.

In canvas or rubber shoes, the counter isn't made of durable material and hence, where trouble exists, the correction must be made by mechanical means.

This cannot be trusted to hit-or-miss methods. The trainer, team physician, or team chiropodist should make the correction by using such materials as felt, rubber, cork, plaster of paris, celotex, or any other suitable product. Heel-counter difficulties are common causes of ankle sprains.

So we find that the actual procedure involved in examining the fit of athletic footgear is comparatively simple. Once a system is devised, the routine will become second nature and the end results will be most gratifying.

We'd like to add that once the proper program is instituted, it should be continued season after season. If for any reason the team changes its type of footgear or makes a purchase from a different manufacturer, the new shoes should be subjected to the same careful examination.

Under the system just described, the Chicago Cardinals Football Club completed the 1952 season without losing a single player from a practice or game because of a foot problem that could be traced to a faulty shoe fitting.

## Controlling the Defensive Board

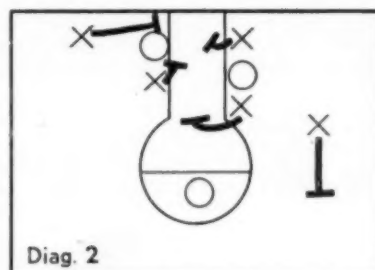
(Continued from page 24)

throughout the season. In addition, we ask our men to freeze on hearing the whistle during scrimmages, so that we may check assignments on the board and examine positions.

This helps keep the importance of good board work uppermost in everyone's mind and helps prevent any carelessness in execution after the players switch to some other phase of play.

Our assignments on foul shot situations and in our zone defense are still man-to-man. As we play man-to-man inside our zone, our players still have their individual block-out assignments, though we naturally stress the triangle under the board while doing so.

In foul shooting situations, our block-out assignments (Diag. 2.) are simple. They are man on man except for one guard who always



Diag. 2

moves to a position where he can help double team by taking the inside hand of the opponents' big man.

We're convinced that a team using such a system on the board will never give up any easy baskets on rebounds underneath and will be more than able to control the board against teams relatively close to its height range.



## BETTER SUPPORT FOR BETTER SCORES

Winning football teams need proper and comfortable equipment. The Johnson & Johnson FAULTLESS Supporter, with self-adjusting pouch, is designed for maximum comfort.

Budget-minded coaches like the way the FAULTLESS stands up. The waistband and leg-

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Ask your dealer to show you the FAULTLESS and other Johnson & Johnson supporters designed to meet your needs. There's a type for every team and sport.

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SUPPORTERS FOR WINNERS



# PICKING THE Most Valuable Player

**C**OACHES can use all the assistance the community can furnish. But it must be the right sort of help. The so-called aid that many enthusiastic fans want to contribute would hinder rather than bolster the program. That's why it's always best to consult the coach and let him indicate what he can use in the way of assistance.

At the start of the 1949 football season, I had an idea about improving the team spirit of the North Baltimore High School team. I thought that an individual award would be just the thing. So I talked it over with the coach, Gene Jones, who agreed that it was well worth trying.

We decided to set up a "Most Valuable Player Award," with the players themselves doing the selecting. That way nobody could possibly complain about the choice or try to exert pressure upon a selection committee.

Coach Jones, assistant coach Barnes, and I met with the team and discussed our intention. The boys went for the idea, with one recommendation—they thought the award should be confined to a senior. This idea didn't appeal to me. But since the team had decided on it, that was the way it had to be.

At the end of the season, the team voted for the most valuable player—and made a pretty fine choice. But I still thought that a better system could be devised—one that was more inclusive and based on more objective criteria.

When the next season rolled around, Coach Jones was again in favor of the award. But he too thought the method of selection could be improved. With his approval, I began working on a plan that would reveal the most valuable player in the fairest possible manner.

One Sunday evening, while listening to the radio, I got out my file of what I call "advertising ideas." In this file, I came across a score card that had been used in an insurance

school I attended in 1939. I studied this card carefully and perceived that it could be adapted to our football situation. I went to work accordingly, and it wasn't long before I came up with the ultimate solution—a score card containing nine points, or qualifications, for our most-valuable-player award.

The first, called "Attitude toward coach," was to count 20 points, since I felt that it was the most important factor tending toward both individual and team success. The other eight items, rated 10 points each, were as follows:

2. Willingness to learn.
3. Knowledge of the game.
4. Sportsmanship.
5. Dependability.
6. Leadership.
7. Cooperation with players.
8. Manners off field.
9. Observing training rules.

At the end of that season (1950), each player was asked to grade every man on the squad, including himself. The competition proved keen, indeed, with only four points separating the first and second place winners.

(Concluded on page 42)

## BARTLETTGRAM SCORE CARD

For Most Valuable Player Award

Baseball - Basketball - Football

PLAYER	1	2	3	4	5	6	7	8	9	TOTAL POINTS
1. MCHASITH, TOM	309	203	212	196	195	166	191	199	184	1945
2. BUNDY, BERNARD	412	203	206	200	174	170	185	178	181	1909
3. SIEGEL, JACK	369	188	195	174	177	156	190	186	182	1817
4. WINKLE, BILL	369	197	196	163	212	193	195	159	93	1772
5. FLOWERS, DUKE	363	183	185	170	177	151	180	181	183	1773
6. BOHEY, PAT	372	191	185	159	171	151	176	170	173	1749
7. STERLINS, JIM	376	198	170	179	166	151	184	187	141	1732
8. FRANCISCO, RALPH	373	190	179	189	183	133	186	161	128	1722
9. McMAHAN, DANNY	366	189	197	141	194	166	168	158	142	1721
10. CLARK, SONNY	370	201	189	145	191	165	172	151	122	1706
11. DENNIS, DENNY	384	187	160	169	150	140	183	181	148	1692
12. HUNGERSTER, LAWRENCE	375	197	154	164	145	123	172	166	181	1677
13. RISSER, MAURICE	329	179	179	155	169	145	176	185	113	1612
14. PERRY, GERALD	361	183	185	158	148	129	170	149	145	1608
15. MIKLOVIC, JACK	364	178	175	157	154	126	177	145	128	1604
16. RICHMOND, ED	329	177	175	156	150	128	181	158	102	1556
17. HOLLOWAY, BILL	344	183	167	147	152	139	168	127	100	1507
18. GERDEMAN, BILL	314	159	167	139	144	130	174	128	104	1459
19. KELLEY, BOB	330	132	156	120	113	118	153	150	154	1434
20. HEILMAN, JIM	314	159	160	140	146	117	154	126	94	1412
21. BRUNBAUGH, FRED	330	135	133	158	129	108	165	123	109	1371
22. WIRT, ED	202	120	143	95	103	101	127	101	87	1059
23. QUALIFICATION AV.										
24. POINTS 23 VOTED	336	179	167	150	154	135	166	149	120	1528
POINTS OUT OF	460	230	230	230	230	230	230	230	230	2300

Actual voting for most valuable player on 1951 North Baltimore football team. The 9 items on which each player was graded included: Attitude toward coach (20 pts.), willingness to learn, knowledge of game, sportsmanship, dependability, leadership, cooperation with players, manners off field, and training rules (10 pts. each).



# THE SHOOK Athletic Trainers' KNEE BRACE

## The Brace that gives Positive Support

### ▲ STRENGTH

Shown here braced leg supports entire weight of 195 lb. man. Steel splints are used to control lateral motion of knee. Shook Brace can prevent injuries BEFORE they occur.

### MOBILITY

Wearer of brace can perform any athletic maneuver as easily as with a normal leg. Brace is comfortable to the wearer and allows freedom of action for All Athletic Sports in which knee injuries occur.

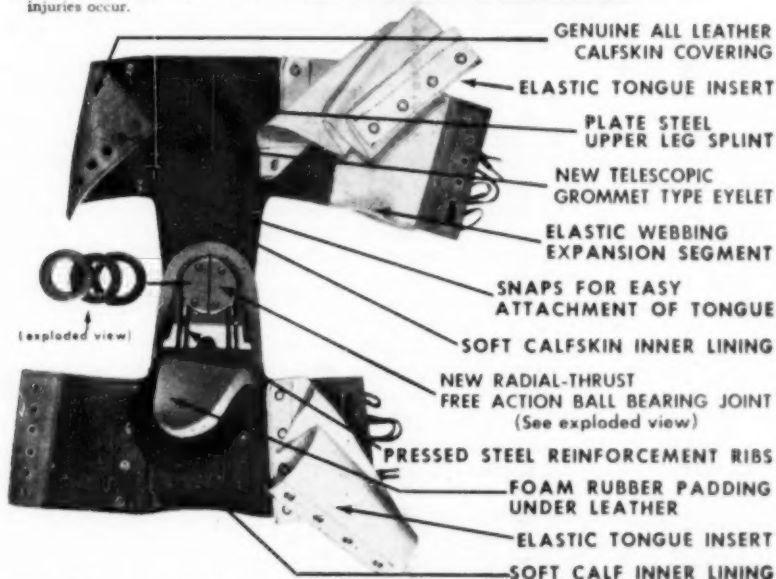


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**SHOOK ATHLETIC TRAINERS' KNEE BRACE IS A NATURAL AID FOR . . .** Protecting a knee injury . . . Preventing a knee injury . . . Protecting post-surgery . . . Protecting medial and lateral ligaments.

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### KNEE BRACE WILL FIT ANY SIZE LEG

Brace comes with one set elastic inserts which determine size. 4 standard thigh and 4 standard calf insert sizes are available. Brace is interchangeable. Fits either right or left leg.

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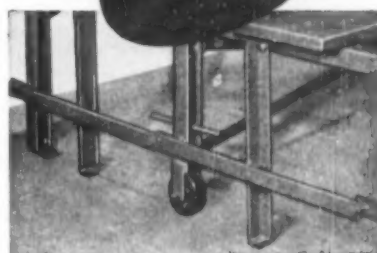




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Features**

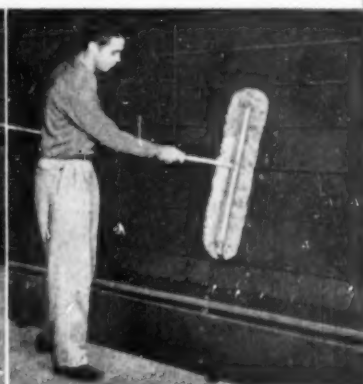
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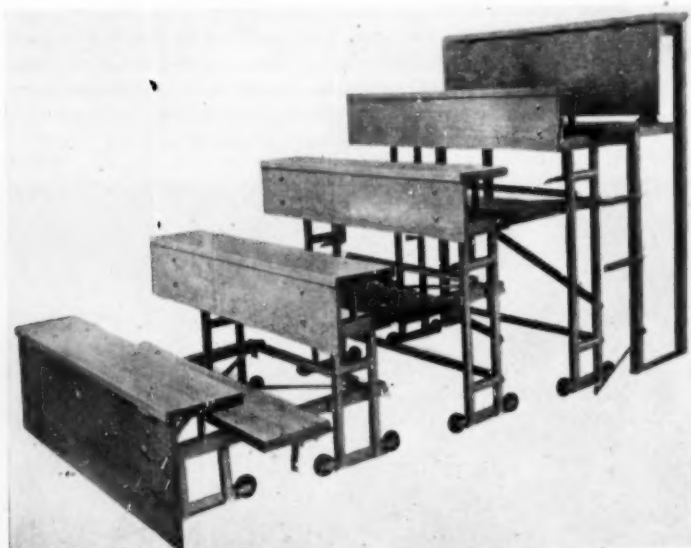
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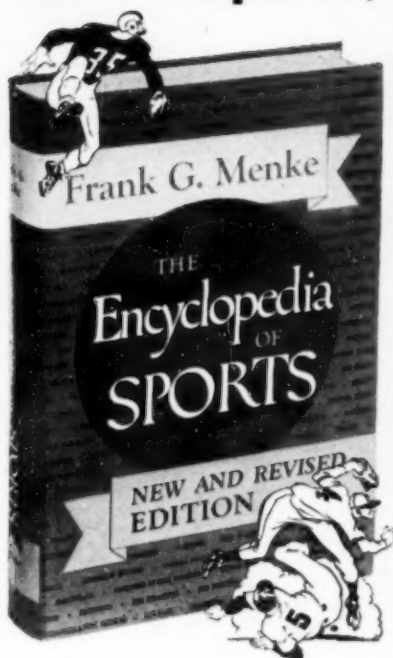


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# DEFENSE IN THE SECONDARY

(Continued from page 9)

for the ball, so go up through the receiver's shoulders, grabbing for the ball and not the man's arms or shoulders. Don't knife in front of the receiver for the ball; fight him for it. (See pictures.)

8. Stay on your feet as long as you can. You can't afford to lunge at a runner in the open field unless it's a last ditch attempt.

9. Remember, the sideline is your best ally. If the runner gets around the line of scrimmage and is wide, force him to the sidelines and out of bounds.

10. If a receiver catches the ball in front of you, tackle him hard enough to make him cautious the next time he comes out. Tackle just below the numbers, driving upward hard. Do not go to your knees. (See pictures.)

## THE SAFETY

1. Same tips for keys as the halfbacks.

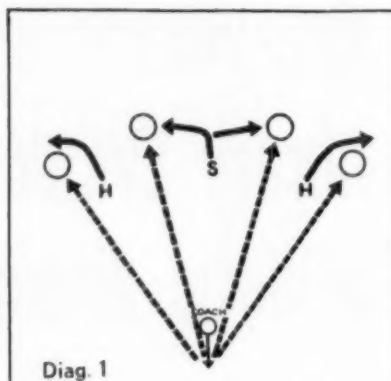
2. Remember: Safety means play it safe. Every time you come up first, you risk a score. Diagnose the play—then come up with determination to stop the runner, or get back fast.

3. Catch all punts that can be caught. Use fair catch signal for short, high kicks.

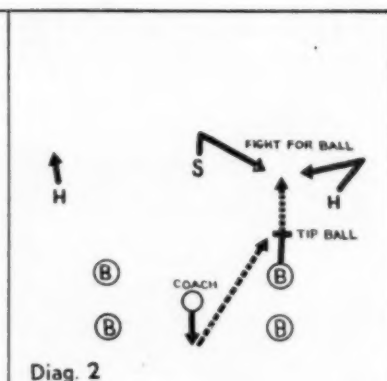
4. Know the game situation at all times, and expect long passes, sweeps, etc. You're a centerfielder, so keep your feet and go to the ball.

5. Since you're in a good spot to see the entire offense, talk to your teammates whenever you get a tip on a play or personnel.

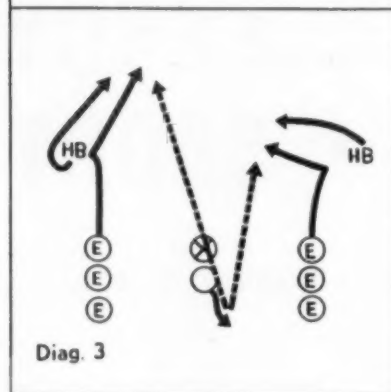
To impress the backs with the details of their movements, we use



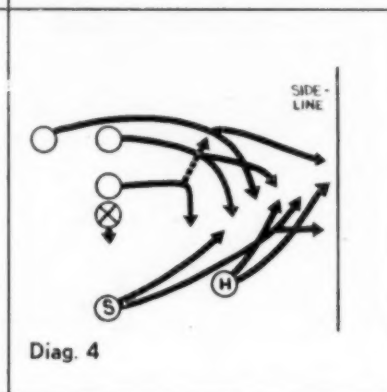
Diag. 1



Diag. 2



Diag. 3



Diag. 4

several drills that stress fundamental defensive maneuvers. The accompanying picture sequence illustrates a beginning drill that's used to teach the basic ideas of footwork in the secondary.

Each back faces the coach in order. When the coach steps back with the ball raised to simulate a pass, the back retreats quickly, always looking at the passer. The coach fakes left, right, then throws, trying to get the ball to a spot where the back will have to react to the opposite direction in which he's going, and go to the ball to intercept. As the ball is faked right or left, the back moves in the direction of the fake, using the footwork demonstrated in the pictures.

By using this drill in early practice, we find that the defensive backs can be taught, or reviewed, in the proper method of retreating quickly, changing direction without crossing the legs, and always watching the ball as it moves right, left, or back.

Diag. 1 offers the follow-up drill to the first, and takes the place of the basic drill after a few days. It is called "Playing the ball," and combines the footwork of moving to each side with the quick reaction of all backs to the ball when it is thrown. The passer should drop straight back, roll out to the left,

and roll out to the right in order to teach the backs how to cover their zones against such passes.

Diag. 2 shows a fine drill that combines footwork, playing the ball, and fighting for the ball. The coach stands between two secondaries, as he shows the pass, the backs retreat quickly. The linebackers, or whom-ever the coach wants to help in the drill (managers, other backs), drive back fast getting their hands high quickly, and the ball is thrown so that one of them can tip the ball slightly. The halfback and safety on his side react to the ball and fight for the ball as though each were a receiver.

The coach then turns to the other secondary and repeats the drill. He can keep two full secondaries operating continually. This drill is of great benefit to the three deep backs, with the linebackers only deriving practice getting back fast and getting their hands up in front of the ball.

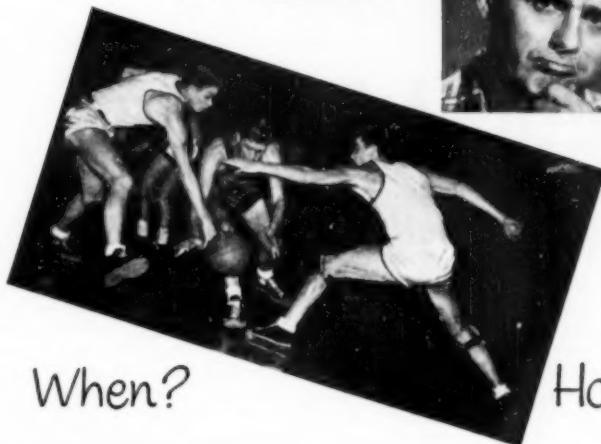
Diag. 3 shows a drill used by most teams both in early and daily practice. Two halfbacks at a time are put in defensive position. Then two lines of offensive ends go out, one at a time or together, trying to get as close to the backs as possible, and then breaking quickly at right angles, or head faking and going

(Concluded on page 78)

Gym classes  
for **BOYS?**



Gym classes  
for **GIRLS?**

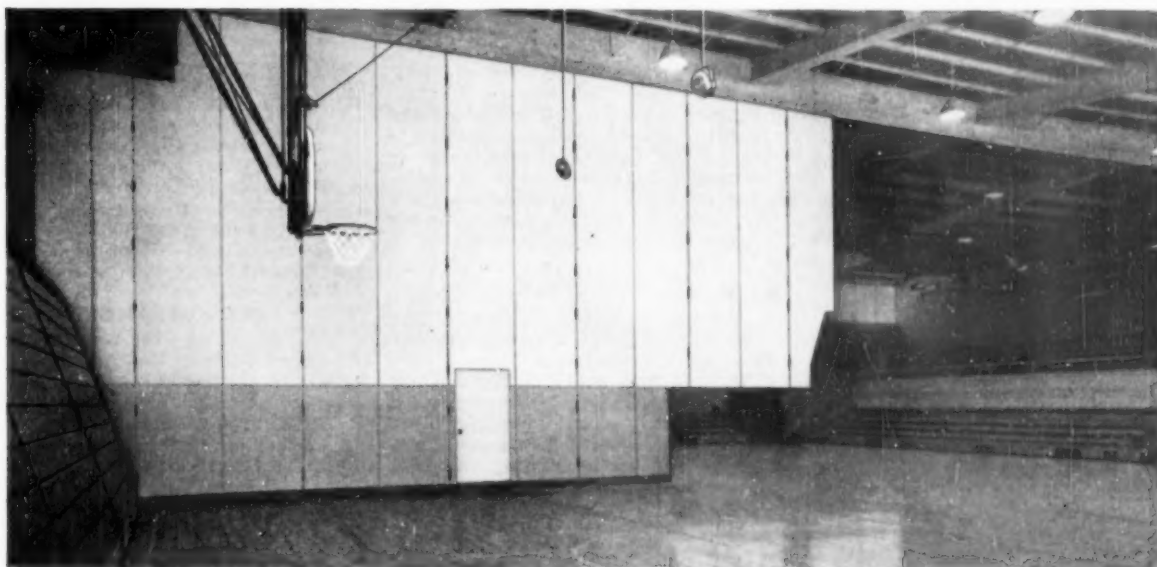


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# A Code of Ethics for Football Coaches

*Approved by the American Football Coaches Assn.*

## PREAMBLE

**T**HE distinguishing characteristic of a profession is that its members are dedicated to rendering service to humanity. Financial gain or personal reward must be of secondary consideration. In selecting the football coaching profession, an individual assumes an obligation to conduct himself in accord with its ideals. These are set forth in the CODE OF ETHICS. A coach who is unwilling or unable to comply with the principles emphasized in this CODE should have no place in the football coaching profession.

In selecting this profession coaches must be mindful of the history and evolution of the game of football, if they are to serve effectively in the educational development of the young men who play the game. Essentially the game belongs to the players. Justification for including it in the school program rests upon the dual premise that it provides both physical and character values for those who play it. The burden of proof for seeing that these values become a reality rests largely with the coaching profession.

It has become increasingly clear during recent years that because of the vast growth in the popularity of the game, in spectator interest, and in the tremendous increase in number of players, teams and coaches, that there is need for an operating code of principles and ethics. In recognition of this need the membership of the American Football Coaches Association, at the Twenty-ninth Annual meeting (January 10, 1952) unanimously approved the formulation, adoption and enforcement of a working CODE OF ETHICS.

In presenting this CODE, the Committee on Ethics recognizes that without a genuine and whole-hearted acceptance and practical application of the tenets which it represents, it cannot become an effective instrument in the solution of the problems which have brought occasional criticism and discredit upon the game of football.

The reputation of the football coaching profession, and the fine influence which the game of football can exert upon the people of America, is dependent in large measure upon the

manner in which the coaches of the nation live up to both the letter and the spirit which this code represents. As a profession we should be ever mindful of the high trust and confidence which has been placed in us and which is typified by the comment of one of the nation's outstanding college presidents, when he said:

"The coach is an important person in every hamlet, village and city throughout the land, often times a better known and more influential teacher of the young than his colleague in other branches of teaching."

Every football coach should study and apply the principles enumerated in this CODE to the end that the game of football, and members of the coaching profession may become a more powerful and effective influence in the American educational system.

## OBJECTIVES

Among the stated objectives of the American Football Coaches Association are the following:

"... to help maintain the highest possible standards in football and the football coaching profession ... to work together for the improvement of conditions in American Football ... and to promote the coaching profession." (Article I—By-Laws)

## PURPOSE OF CODE OF ETHICS

**T**HIS sound, solid, inspirational code was prepared by the Committee on Ethics of the American Football Coaches Assn. and adopted by the active membership at its last annual meeting. Following this reprint, the Code will be distributed to every high school coach in the land. The Committee on Ethics includes Dudley S. DeGroot (chairman), Richard C. Harlow, Bill Murray, Lloyd Jordan, Ray Eliot, Charles B. Wilkinson, H. N. Russell, and Jesse T. Hill.

The CODE OF ETHICS of the American Football Coaches Association has been developed to protect and promote the best interests of the game of football, and the coaching profession. Its primary purpose is to clarify and distinguish ethical and approved professional practices from those which are detrimental and harmful. Its secondary purpose is to emphasize the purpose and values of football in American educational institutions, and to stress the proper functions of coaches in relation to schools and players. ETHICS has been defined as the basic principles of right action. Applied to the football coaching profession ETHICS imply a standard of character in which the American public has trust and confidence. The ultimate success of the principles and standards emphasized in this CODE rests primarily in the hands of those for whom they have been prepared—the football coaches of America.

## AUTHORIZATION

The Board of Trustees of the American Football Coaches Association approved the preparation, adoption and enforcement of a CODE OF ETHICS at their Annual Meeting held in Cincinnati, Ohio, on January 8, 1952. On January 10th the Membership of the Association unanimously approved this action and authorized the Committee on Ethics to prepare the Code.

## ENFORCEMENT

By a unanimous vote of the membership on January 10, 1952, the following method of enforcement was adopted:

- (1) The Committee on Ethics is empowered to investigate any and all violations of the CODE which are brought to their attention. It shall be their duty to collect all of the facts surrounding any violation, consider all sides of any controversial issue, and then forward their report and recommendations to the Board of Review for final action.
- (2) The Board of Review shall consist of five members of the Board of Trustees, appointed annually by the President. They shall review the report and rec-



commendations of the Committee on Ethics and take such disciplinary action as may seem appropriate. They have been granted power by the membership to suspend or expel members whose conduct has clearly violated the CODE OF ETHICS. Such violations shall be reported in detail to the administrative head of the institution in which the member is employed, together with a statement covering the disciplinary action which has been taken.

## ARTICLE I BASIC PRINCIPLES

In becoming a member of the football coaching profession, a man assumes certain obligations and responsibilities to the game of football, and to players and his fellow coaches. It is essential that every member of the profession be constantly aware of these obligations and responsibilities, to the end that football coaching remain always an honorable calling, and that each member conduct himself in such a manner as to maintain the dignity and decency of his profession.

An active coach is involved in three areas of relationships which entail certain obligations, and for which some definite standards of conduct may be described. These are: (1) Players, (2) Institutions, and (3) with other coaches, teams, officials, sportswriters and others.

In his relationships with players under his care, the coach should always be aware of the tremendous influence he wields, for good or bad. Parents entrust their dearest possession to the coach's charge, and the coach, through his own example, must always be sure that the boys who have played under him are finer and more decent men for having done so. The coach should never place the value of a win above that of instilling the highest desirable ideals and character traits in his players. The safety and welfare of his players should always be uppermost in his mind, and they must never be sacrificed for any personal prestige or selfish glory.

In teaching the game of football, the coach must realize that there are certain rules designed to protect the player and provide common standards for determining a winner and loser. Any attempts to beat these rules, to take unfair advantage of an opponent, or to teach deliberate unsportsmanlike conduct, have no place in the game of football, nor has any coach guilty of such teaching any right to call himself a coach. The coach should set the example for winning without boasting and losing with bitterness. A coach who conducts himself according to these principles need have no fear of failure, for in the final analysis, the success of a coach can be measured in terms of the respect he has earned from his own players and from his opponents.

In his relationships with the institution for which he works, the coach should remember that he is on public



display as a representative of that institution. It is important, therefore, that he conduct himself so as to maintain the principles, the integrity and the dignity of his institution. Institutional policy regarding football should be adhered to, both in letter and in spirit. The coach should remember that other members of the faculty also have an interest in the institution and in the students, and his conduct must be such that there arise no criticism of his efforts to develop the common interest and purposes of the institution along with other faculty members.

In his relationships with other coaches, it should be assumed that all members of the coaching profession intend to follow the precepts set forth in this Code of Ethics. Incontrovertible evidence of unethical conduct should be brought openly to the Ethics Committee, through the prescribed channels. Sportswriters and sportscasters should not be used as a means of relieving ill-feelings toward other coaches, players, officials, or other institutions. They also have an interest in the game of football and should be

treated with the same respect and honesty which is expected of them. Officials are an essential part of the game, and it should be recognized that they too attempt to maintain high standards of integrity and honesty. Just as coaches can make mistakes, so can officials. It is important that their efforts to secure perfection in performance be highly respected by coaches.

The essential elements in this CODE OF ETHICS of the American Football Coaches Association are **HONESTY** and **INTEGRITY**. Coaches whose conduct reflects these two characteristics will bring credit to the coaching profession, to the game of football and to themselves. It is only through such conduct that the profession can earn and maintain its rightful place in our educational program and make its full contribution to the American way of life.

## ARTICLE II THE COACH'S RESPONSIBILITY TO THE INSTITUTION

Section 1: *The Coach as an Educator.* The function of the coach is to educate students through participation in the game of football. This primary and basic function must never be disregarded.

Section 2: *The Coach and the Administration.* Because of the unique niche which the football coach holds in the educational organization, it is highly important that he support the administration in all policies, rules and regulations which may from time to time be activated. Where differences of opinion develop, these should be discussed behind closed doors, and not aired through public press and radio.

Section 3: *The Coach and the Athletic Council.* By whatever name the governing body of the school athletic program may be known, the coach should lend his training and experience to this body in the solution of football problems. He should constantly be alert to see that the game for which he is responsible is being properly conducted and promoted. Where differences of opinion arise, and the Council over-rides a coach's judgment, discretion should be exercised in airing or discussing such differences outside of Council meetings.

Section 4: *The Coach and the Athletic Director.* Where the coach is not the Athletic Director, it is important that a harmonious relationship exist between the two. The coach should feel free to suggest and initiate any action which has to do with the conduct or improvement of the football program. Controversial matters should be discussed on a friendly basis, but once final decisions have been reached they should be accepted and given complete support by the coach.

Section 5: *The Coach and the Admissions Office.* Every coach should have the right and privilege of recommending qualified students for admission. Official student records and transcripts should never pass through the coach's office, nor should a coach ever attempt to bring pressure to bear

upon an admissions officer to admit an applicant merely because he possesses exceptional athletic ability.

**Section 6: The Coach and Eligibility Requirements.** Participation in interschool athletics is generally predicated upon the individual student's fulfillment of established rules and regulations. Every coach should be thoroughly acquainted with these rules and regulations. He should assume responsibility for their observance and enforcement in co-operation with the school official who has been delegated this responsibility. Any attempt by a coach to circumvent eligibility rules, or to use ineligible players, shall be considered unethical conduct. Nor shall a coach be a party to exerting pressure of any sort on members of the faculty for the purpose of influencing player grades in academic work.

**Section 7: The Coach and Scholarship.** One of the coach's fundamental responsibilities must be to inspire his players to achieve academic success; not only to make good grades but secure professional training and graduate with honors.

### ARTICLE III

#### THE COACH'S RESPONSIBILITY TO THE PLAYER

**Section 1: Injured Players.** The diagnosis of and prescription of treatment for injuries is strictly a medical problem and should, under no circumstances, be considered a province of the coach. A coach's responsibility is to see that injured players are given prompt and competent medical attention and that the most minute details of a doctor's orders are carried out.

**Section 2: Leadership.** Every coach must remember that he is a living example for all of the young men in the community in which he coaches. It is vitally important to him, and to the profession which he represents, that his actions and behaviour at all times bring credit to the game of football. To set down in any great detail a list of ethical practices which a coach should observe would go far beyond the confines of this CODE. Those which are listed below are merely illustrative of some of the more important aspects of his responsibilities.

**Section 3: Autographs and Testimonials.** In considering offers of money or goods in return for endorsements of commercial articles or commodities, a coach must recognize that part of the consideration which is being offered is tendered him as a successful representative of the coaching profession. He cannot entirely divorce the payment to him as an individual from that which should be credited to the game and the profession which he represents. Accepting money or goods for an endorsement of any product or commodity which is not in keeping with the traditions of the coaching profession shall be considered unethical. In all endorsements where a coach's name, and the game of football are involved, it is the coach's responsibility to be sure that the wording

and sense of the testimonial do not bring discredit upon the game of football, or the coaching profession.

**Section 4: Publications.** Solution of professional problems should be settled within the confines of the profession, and not in the public press. Newspaper columns and magazine articles over the signature or by-line of a member of the coaching profession are exclusively his responsibility. Direct or implied attacks upon those officially associated with the game of football shall be considered unethical.

**Section 5: Conduct of Coaches during a Game.**

(A) Before and after a game rival coaches should meet and exchange friendly greetings.

(B) During a game coaches should be as inconspicuous as possible.

(C) Coaches are encouraged to demonstrate a friendly and kindly attitude towards their players on the bench.

(D) The attitude of coaches towards officials during the progress of a game should be controlled and undemonstrative.

(E) After games visitors should not be permitted in team dressing rooms until coaches have had sufficient time to complete all of their post-game responsibilities, including a careful check of player injuries.

### ARTICLE IV

#### RULES OF THE GAME

**Section 1: The Football Code** which appears in the annual Football Rule Book shall be considered an integral part of this CODE OF ETHICS, and should be carefully read and observed.

**Section 2: Knowledge of Rules.** Every coach should be thoroughly acquainted with the rules of the game. The official rule book should be studied and frequently reviewed. The coach is primarily responsible for teaching and interpreting the rules to his players.

**Section 3: Application of Rules.** Both the letter and the spirit of the rules must be respected and adhered to by the coach. Rules are made for the protection of players and in the best interests of the game of football. It is the coach's responsibility to see that they are observed.

**Section 4: Beating the Rules.** To gain an advantage or win a game by circumvention or disregard of the rules brands a coach or player as a person unfit to be associated with the game of football. It is especially important that coaches stress those rules which involve bodily contact. Where rules permit the use of hands and arms it is the coach's responsibility to see that they are used legally. It IS NOT the purpose of football to hurt or injure an opponent by legal or illegal methods.

**Section 5: Good Sportsmanship.** Habit formation is developed on the practice field. Where coaches permit, encourage or condone performance which is dangerous to an opponent, they are derelict in their responsibility to teach fair play and good sportsmanship. This aspect of coaching must

be attacked just as vigorously as the teaching of offense and defense, and to the players it is far more important than all of the technical aspects of the game combined. Any coach who fails to stress this point, or who permits, encourages or defends the use of unsportsmanlike tactics shall be considered guilty of the most serious breach of football coaching ethics.

### ARTICLE V OFFICIALS

**Section 1: Importance of Officials.** No competitive contest can be satisfactorily played without an acceptable code of rules and impartial officials. In large measure the reputation and status of officials depends upon the support which they are accorded by coaches. Officials must have the respect and support of coaches and players if they are to do their jobs efficiently. On the off-the-record criticisms of officials to players or the public shall be considered unethical.

**Section 2: Officials Associations.** There should be a co-operative relationship between coaches and officials associations, with frequent interchange of ideas and suggestions. Coaches should, whenever possible, accept invitations to attend officials' rules meetings. Similarly coaches should extend officials invitations to discuss rules interpretations with their squads, and on occasion to officiate at scrimmages, for mutual benefits. Wherever possible coaches may find it desirable to join Officials Associations, and serve as officials. It is undesirable for coaches to serve as officials in the league or conference of which their institution is a member, particularly in the sport which they are coaching. It is dangerous and unethical for coaches of rival teams to accept assignment as officials on an exchange basis.

**Section 3: Treatment of Officials.** On the day of a game officials should be treated in a courteous manner. They should be provided with a private room in which to meet and dress for the game. Conferences between coaches and officials shall always be conducted according to procedures established by the governing Conference or Officials Association. In every respect the official RULE BOOK should be followed in coach-official relationships, on the field and during and following a game. Any criticisms which the coach may have to make concerning officiating should be made in writing to the office which assigned the official to the game. For a coach to address, or permit anyone on his bench to address, uncomplimentary remarks to any official during the progress of a game, or to indulge in conduct which might incite players or spectators against the officials, is a violation of the rules of the game and must likewise be considered conduct unworthy of a member of the coaching profession.

**Section 4: Post-game Comments.** Derogatory comments should be avoided. It should be remembered that

(Continued on page 76)

First of a series of educational posters sponsored by Planters Nut & Chocolate Co.  
for the 4,000,000 high school students who read Scholastic Magazines regularly.



## watch your language!

don't say  
**poplar** .....



when you mean  
**popular** .....



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# FOOTBALL OFFICIALS' SIGNALS

## FOUL SIGNALS

Taken from National Federation Football Code



Offside or Violation of Free-Kick Rules



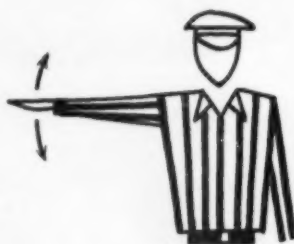
Illegal Motion at Snap



Delay of Game or Excess Time-Out



Roughness and Piling On



Personal Foul Clipping—slap back of knee



Roughing the Kicker



Holding by Defense



Illegal Use of Hand or Arm



Intentional Grounding



Illegal Forward Pass



Interference With Fair Catch or Forward Pass



Incomplete Forward Pass; Penalty Declined; No Play or No Score



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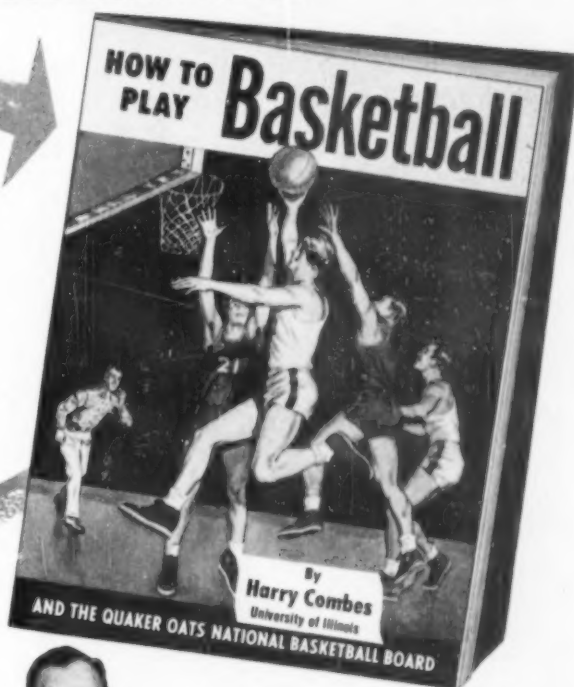
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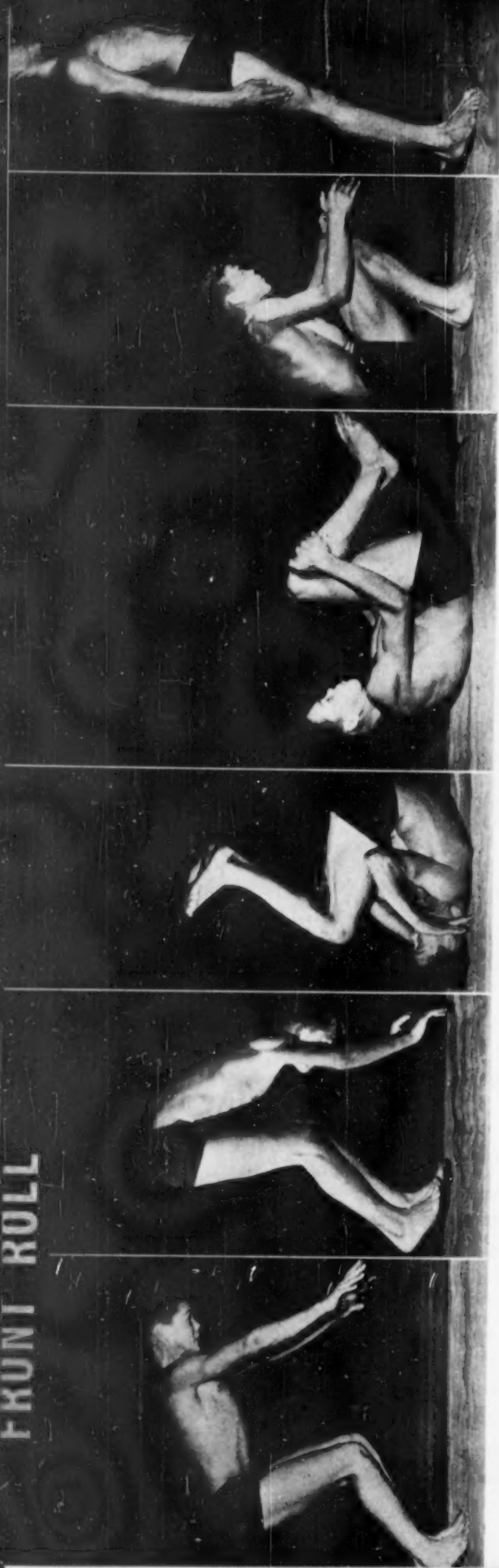
SCHOOL \_\_\_\_\_ SQUAD SIZE \_\_\_\_\_

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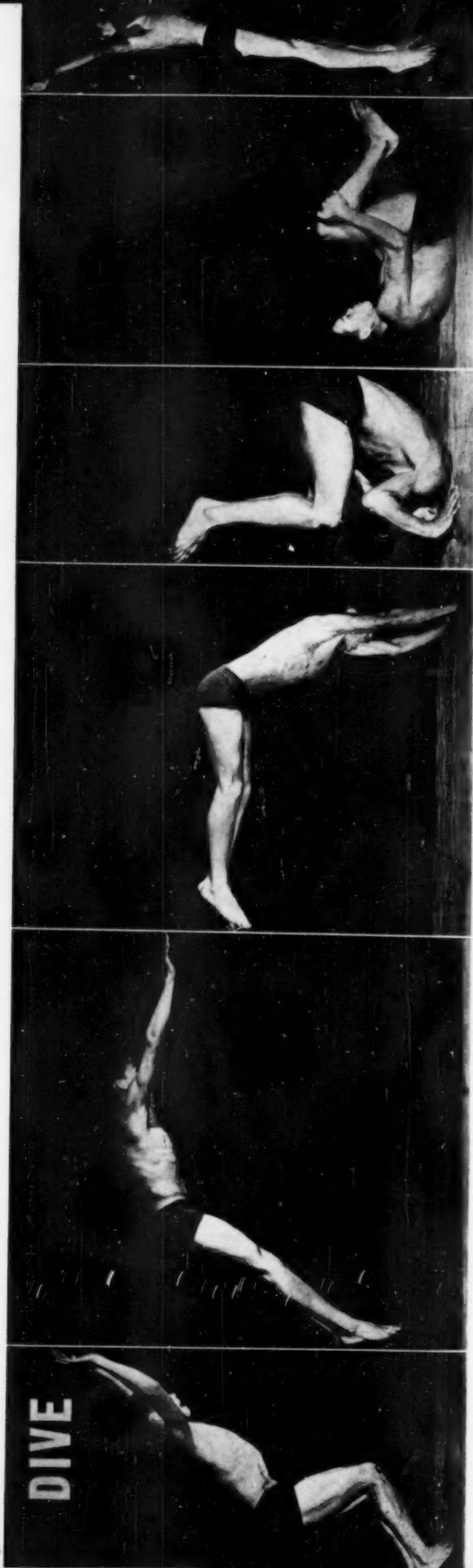
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# FRONT ROLL

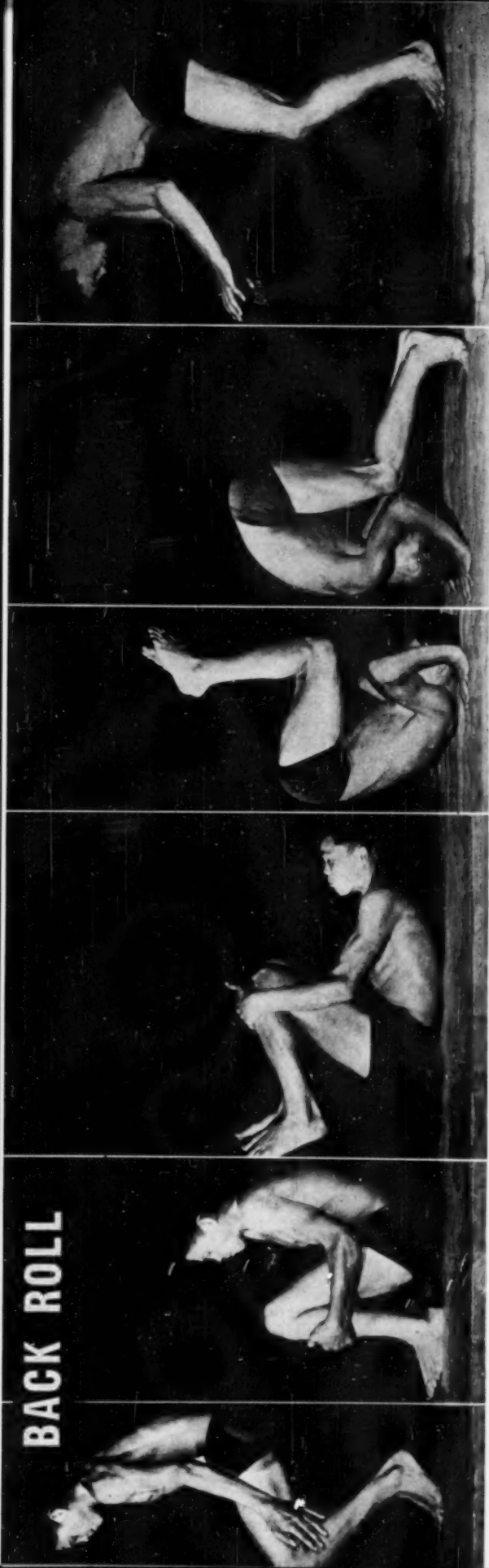


# DIVE

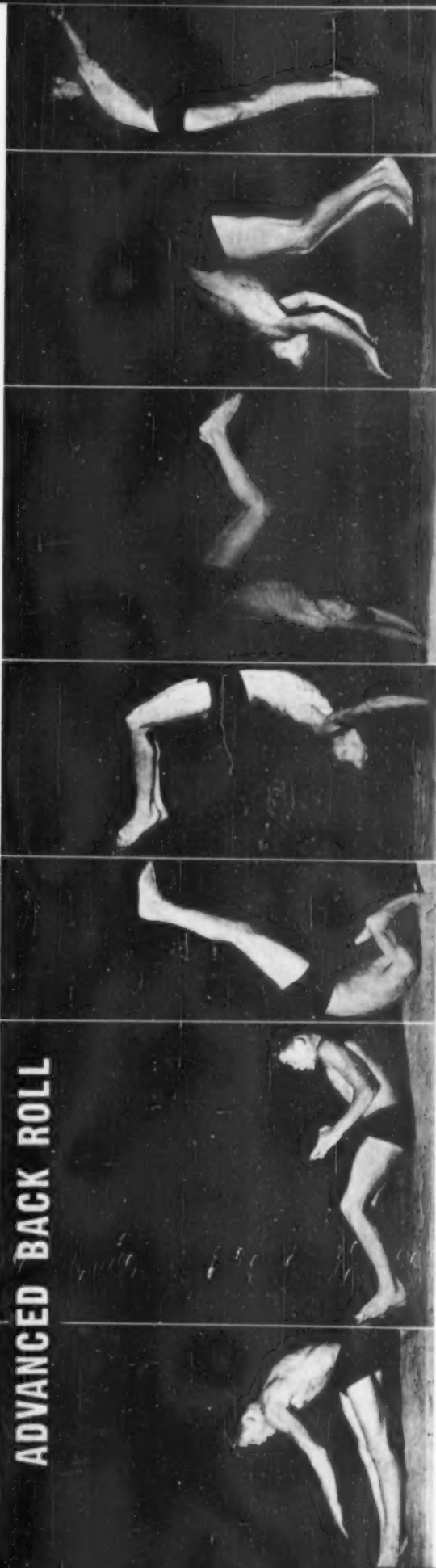




# BACK ROLL



# ADVANCED BACK ROLL



## PART 1: ROLLS and DIVES

# Tumbling Illustrated

**T**UMBLING is a thoroughly enjoyable, "natural" activity that will build muscle as effectively as weight-lifting—muscle with the strength, spring, and stamina needed in the popular competitive sports. It will also pack solid weight onto a boy's frame and beautifully develop his agility and coordination.

Tumbling is thus an ideal activity for the younger and smaller ninth and tenth grade pupils who, without a planned muscle-building program, would arrive at field or gym with inadequate physical equipment for competitive sports.

What do you have to know to teach tumbling? Obviously, some knowledge of anatomy, growth and development, and personality is essential. (Most physical ed majors qualify in this respect.) But it isn't at all necessary to be able to tumble or to be well-grounded in the traditions of gymnastics.

In fact, the latter attribute may mitigate against coaching success. It may tend to make the coach so formal in his approach and so intolerant of slow learners as to dull the enthusiasm and spontaneity which should characterize tumbling practice.

Can a boy become a good tumbler under a coach who's never had any formal schooling in the sport? Take the boy in the accompanying photos, for example. He's never read any book on tumbling or carefully observed any tumbling photos, drawings, or movies (other than his own pictures).

What's more, until recently, when two service men worked out briefly in the local Y.M.C.A., he had never seen an older and more expert tumbler in action. Yet this boy has never been in a class in which he wasn't the best tumbler!

How has he done it? Strictly by verbal teaching from a non-performer, non-schooled instructor—your writer!

So take heart, you prospective tumbling instructors who cannot demonstrate a back handspring: Your job is one of understanding and communication. Save your backs and use your heads.

The pictures will show you how a tenth-grade boy can be taught to execute all the fundamentals with good basic form. They also provide a practical illustration of how an 85-pound average gym class pupil of 13 may look and act at 15 and 130 pounds.

### STARTING POINT

The front roll is the logical and usual beginning. It leads easily into long and high dives, which are spectacular yet elementary. Back rolls continue the essential tuck pattern, and the advanced back roll is another comparatively simple and safe stunt which, with a fast snap-down and high bounce at the finish, makes a boy look and feel like the Great Sebastian.

The carry-over from rolls and dives to advanced stunts should be understood and emphasized. The curl and tuck of the roll is essentially that of the tumbling or diving somersault. The beginner should be made to realize that the difference between a dive and a somersault is merely a matter of direction in the line of ascent and the altitude at which the roll takes place, on or over the mat—it's the same tuck and turn either way.

The diver who raises his center of gravity 18 inches spends three-tenths of a second going up and three-tenths of a second coming back down. When he can do a complete tuck and turn in six-tenths of a second, the difference between doing it on or over the mat becomes principally psychological.

The first stage is to do it fast and well on the mat. The tumbler who can jump and reach 18 inches also has six-tenths of a second to tuck and turn backwards. He must learn the back roll well and do it fast on the mat first.

It may also be helpful for the beginner to understand that the snap-down from a handstand in the advanced back roll and the bounce

which follows are exactly those of the back handspring. This part of a back handspring may be learned very early.

The carry-over from tumbling to springboard diving should also be made clear. The tuck and turn of the springboard once-over front dive is just that of the tumbling dive. A few swimming and diving excursions will enable the boys to convert the diving tuck into a somersault over the water—and thus prepare them for a front somersault over the mat. The straightening out, when practiced over water, may not be painless but it at least safeguards the tumbler against serious injury.

The somersault over the mat may then be easily converted into a one-and-a-half competitive dive by using the height of the one-meter board to furnish an entire extra four-tenths of a second for the last half of the dive.

Boys should be taught that there's a future in faithful practice of tumbling fundamentals, and long-range plans—including swimming and diving excursions—should be made early.

### THE FRONT ROLL

Have the pupils face straight ahead, with their weight over the balls of the feet. They should push straight ahead so that each hand may afford equal support on contact with the mat, thus avoiding any shoulder or other sideward roll. Emphasize a direct, straight-line forward movement and teach no deviation from this until it's established.

Most manuals emphasize an easy let-down to a back-of-the-shoulders position. The writer's experience is that boys aren't bothered by a spring take-off and are ready to go into it right away.

The essential which they don't readily understand and which must be emphasized is that the reach and grab of the shins (near the ankles)—definitely not the knees—causes the turn which constitutes the roll.

The arm muscles, checking the momentum of the fall, ease the weight down to the back of the neck and shoulders. The hands must reach

**By TED BURNS**

*Memorial Jr. H. S., San Diego, Cal.*



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forward in order to accomplish this. The novice tends to drop the hands to a position below the shoulders, then use them to push against the mat in order to complete the roll, instead of relying upon the tuck to carry the body over. This tendency must be immediately checked.

The hands must check the momentum of the fall and the roll must depend upon the momentum generated by the forward and downward reach of the tuck. This curls the body into a tight ball which revolves easily and quickly. An awkward sit-back will follow any other method of getting over.

The reach for the ankles begins as soon as the hands come free after breaking the fall—as the weight rests upon the shoulders. The ankles should be reached while the body is in cradle position.

They're not released until the body, still tucked, starts rising to a vertical position. If the reach is sharply executed and the grip firm and even on each ankle, the straight upward rise will be graceful and easy.

The final body rise should be snappy and the objective a solid balance on the balls of both feet. While it's practically impossible to stand still and erect at the completion of a dive, this is a "must" at the conclusion of a simple front roll.

Boys should walk away from this final stance after a definite pause, as proof of a balanced and finished completion. If a step, twist, or wobble characterizes the finish, the form of the roll has not been mastered and the tumbler isn't ready to proceed to the dive. In tumbling, as in other sports, thoroughness in fundamentals saves time and grief in the long run.

#### THE DIVE

The feet should be close together and even for the dive take-off, and the leg extension and upward arm swing should be simultaneous. The body should be relaxed and almost fully extended at the apex of the dive. The audience as well as the diver should experience a soaring sensation.

In early stages, the hands actually break much of the force of the fall as they contact the mat. Later, they serve more to guide the body on to a smooth tuck roll. The blow of landing becomes a glancing one so far as each part of the anatomy is concerned. The faster the contact and roll, the less it should be felt.

The form of the tuck is identical to that of the roll. The tumbler will, however, experience a different feeling in that the original momentum

rather than the ankle grasp completes the turn.

The arms and hands may thus be more relaxed during the tuck. The tuck must, however, be executed with even more speed in order to keep up with the faster over-all movement. If the tuck isn't complete, the landing will be sloppy.

The completion of a dive is also different. The erect, still pose followed by a walk-away is no longer practical. A snappy upward arm swing will help convert forward to upward momentum at the end of a dive.

As the tumbler becomes more expert, he will use the dive to introduce more difficult stunts in series, without pause or hesitation. He may as well be encouraged, therefore, to complete dives with snappy bounces in the true Sebastian tradition.

There are almost endless varieties of dives which may be included in a planned progression. Boys may dive over one, then two, and—as landing form indicates readiness—up to eight people. There are also dives for height over a bar, through the legs of one boy doing a headstand, over a two-high kneeling pyramid, etc.

#### ELEMENTARY BACK ROLL

The simple back roll is an easy variation of the tuck exercise. It helps perfect the tuck movement, develops control of the arm pull against the legs as opposed to the reach and press, and overcomes fear of movement without full vision of the area into which the tumbler is moving. It thus affords excellent pre-orientation for the back sommy.

The beginning of a simple back roll is a natural sitdown backwards. At first, the pupil will instinctively use his hands to cushion the drop contact with the mat. That's quite all right so far as a simple back roll is concerned, but—as an established habit carried over into wrestling, violent tumbling, and other sports—it's a good way to break the forearm bones just above the wrists.

Pupils soon learn that the buttocks form natural pads much better adapted for taking landing shocks, and that a rolling fall doesn't hurt bunched muscles. The writer suggests, therefore, that pupils be conditioned not to break backward falls with the hands.

A good way to keep the hands usefully occupied while sitting down is with an ankle grab. Since the pull-up will flip the body over backwards, just as on the back somersault, why not establish the habit early?

The hand placement in the accom-

panying sequence shows the hands, palms down, as they: (1) Balance, right and left, to keep the body vertical as the head rolls from back to forehead, much as though it were a ball-bearing; (2) Press downward to raise the head and shoulders enough to make the roll of the head possible and easy; and (3) Deliver a strong push-away against the mat to aid momentum in bringing the body up to erect formal posture.

#### ADVANCED BACK ROLL

The initial landing looks dramatic and dangerous. The farther the tumbler leans forward, knees absolutely stiff, and the faster he rolls during and after contact with the mat, the more spectacular it appears.

Yet these two movements, the full forward lead with knees stiff and the fast flip backward, make the landing a roll and take practically all of the shock out of it. If the pupil does bend his knees, he'd better land on the pads (of muscle) under his trunks rather than on the small of his back. This landing may become the instructor's first serious psychological problem.

The shift from forward lean to backward roll must be continuous. Momentum should be built up on the drop and increased during the roll. The object is to raise the feet as high and as fast as possible after the buttocks contact the mat. The more powerful the abdominal muscles, the straighter the legs may be. Theoretically, a stiff knee flip upward would be possible and most graceful. The model approximates this on his way to a handstand.

This particular boy's front and back handsprings feature a bounce almost straight up from the handstand. He goes into the handstand in each of these three stunts with arms just slightly bent and executes a snap landing upward, leaving the feet and legs to control the direction the feet take back to the mat level.

This makes for a more sensational performance than would be possible from a pull-over from a back bend. With drive, snap, and confidence, the tumbler doesn't have to be a contortionist and performs more spectacularly than if he were.

There's a lightning quick rebound from the snap-down landing. The model ordinarily uses this as momentum for either a back handspring or a back somersault, or the back handspring followed by a back somersault. For routine practice, the high bounce may be straight up, as shown.

This stunt, performed with snap and the flourish of a high bounce, looks like a million.

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## STATISTICS PROVE XF9's *Exceptional* KICKING PERFORMANCE

**COLLEGIATE PUNTING BY TWO TEAMS**—Grinnell—46-yard average (4 kicks for 184 yards). Carleton—45-yard average (5 kicks for 225 yards). Carleton vs. Grinnell at Grinnell, Iowa, on November 1, 1952, using Voit XF9.

**HIGH SCHOOL INDIVIDUAL PUNTING RECORD**—56 yards from line of scrimmage by East kicker. East vs. West, North Carolina HS All Star Game, August 8, 1952, using Voit XF9.

**JR. COLLEGE PUNTING BY ONE TEAM**—44.75 yards average (8 punts for 358 yards). Bakersfield vs. Stockton at Stockton, California, on September 20, 1952, using Voit XF9.

**HIGH SCHOOL INDIVIDUAL PUNTING**—52 yards average (2 punts for 104 yards) in South vs. North, Texas HS All Star Game at Ft. Worth, Texas, on August 8, 1952, using Voit XF9.

**INTERNATIONAL KICKING CONTEST RECORD**—Set on May 27, 1953, using the official American football for this contest—the Voit XF9. **PUNTING**—72 yards, 2 feet, 10 inches. **DROP KICK**—68 yards, 11 inches (all measurements without roll).

**FOREIGN APPROVAL**—Three world's champion rugby players from Queen's University, Belfast, Ireland, kicked the Voit XF9 for record during 1953 exhibition tour of North America. They found they could kick the Voit XF9 as well as the rugby ball. One player punted 70 yards in the air. The other two punted over 60 yards.

## RECORDS PROVE XF9's PLAYING ADVANTAGES

**HIGH SCHOOL INDIVIDUAL PASSING RECORD**—The South quarterback set every passing record for annual California Shrine-Hi Game on August 7, 1953, using the Voit XF9. 13 completions, 21 attempts, 105 yards, 62% average.

**HIGH SCHOOL INDIVIDUAL SEASON PASSING RECORD**—A Ballard HS player set a new record for the Seattle HS League in 1952 using the Voit XF9. 547 yards in 6 games for 91 yards game average.



**COLLEGIATE SCORING**—In the Georgia Tech. vs. L.S.U. game in Atlanta on October 13, 1951, with the Voit XF9—Tech. scored in every way—safety, field goal, conversion, touchdown by pass, touchdown by run to win game.

**FEWEST FUMBLES**—In the East vs. West, North Carolina HS All Star Game on August 8, 1952, series record for fewest fumbles was set using Voit XF9. Only one fumble by East.

**COMPARISON CONVERTS TEAM**—Bremerton met Ballard for Wash. State High School Championship on November 22, 1951. Ballard used Voit XF9 on offense. Bremerton used old style ball. Ballard scored twice, kicked one conversion, passed to the other. With score 14-13 for Ballard in closing minutes, a Bremerton back broke into the secondary, was headed for a touchdown, then fumbled for no apparent reason. Ballard recovered to win the game. Ballard had no fumbles, Bremerton two. *Result:* Bremerton adopted Voit XF9 for 1952.

(Names of the players setting these records are available on request.)



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### Kicking Weapons

(Continued from page 20)

kicker (and vice versa for a left-footed operator), it's never wise for a right-footed kicker, for example, to kick across field when on the left side. He must shoot for that corner.

Players vary in their "pull." Allowance can be added or subtracted when it becomes fairly evident how much it is. "Pull" is increased if a kicker lets his instep turn over and in as the ball leaves his foot or if he tends to hook. Correct this by getting him to concentrate on keeping his foot and leg perfectly straight as he follows through.

A cross-wind can be offset by increasing or decreasing his "pull" allowance. For instance, if it is blowing from the left side of the field at a moderate rate and he's aiming for the right corner, he should make little if any allowance. The wind will take care of it. More yards will have to be allowed if it is a cross-wind from his right.

To familiarize the kicker with various angles, have him keep changing his position during practice, moving from the center of the field closer to the sideline.

The steps in a spot punt are as follows: The kicker receives the ball from center (at least 10-12 yards back is recommended), he takes a quick look at his target and from that point on concentrates on the ball, stepping with his kicking foot, followed by his balance foot toward the target, then the kick.

I describe this as walking toward your object. It should be done in rhythm and without hurrying too fast. The ball should be dropped fairly close to the foot and the punt should be fairly low. In releasing the ball, it's important to let the hands fall away.

Half the secret of good punting, and especially for spot punting, is the knack of getting the ball on the instep properly. Since these spot punts are only kicked a short distance, accuracy is the keynote. It's amazing how far a ball kicked easily will travel.

Urge him to hold his position after the follow through and, most essential, keep his balance foot solidly planted on the ground. To discourage split-vision and encourage kicking concentration, get him to check the position of his feet and body on completion of the punt. They should all point toward the target, especially the balance foot. The kick will end up wherever it points.



One of the habits all punters are apt to develop is stalling. They presume they have to get the ball properly adjusted in their hands before they go into action. Then, conscious of the fact they have delayed, they race through their kick and spoil it. I insist that they keep moving at a coordinated pace from the moment the ball arrives in their hands until the kick is completed.

As in quick kicking, it is wise to put the spot kicker under pressure during practice periods. Your sharp-shooting foot specialist particularly needs to practice under fire.

When he starts missing the corners by big margins, it's time to slow him down and go back to kicking short distances in slow motion. Perhaps he's smashing instead of kicking easily, getting careless, or developing a bad habit. In the late season, a day off from kicking may be advisable once in a while.

#### PRACTICE TIME

Many coaches frequently are in doubt as to how much time and what portion of the practice session to devote to kicking, particularly if a previous game has revealed a lot of mistakes that must be corrected. During the season, time is always at a premium. But you'll still have to give it time in proportion to other phases of the game. If not, it may wind up as your opponent's secret weapon. Many of my coach friends have their kickers report before the rest of the squad. They get in 20-30 minutes concentrated drills this way.

The kickers can get even further ahead if they'll work on their kicking during the summer, especially if you plan to incorporate kicking as an offensive weapon. For defensive kicking, anyone who can hoof the ball, whether it be into the hands of a fast safety man or over into the cheering section, will do. You don't need to spend much time on that kind of kicker.

Here are a few added suggestions for your kicking aspirant:

1. After a lay-off, limit kicking both in time and effort until back in condition.
2. Taper off kicking drills as game day approaches.
3. Practice against the wind as well as with it, remembering that ability to control kicks facing a strong wind is the thing that counts. A high boot into a stiff breeze can murder the kicking team.
4. Encourage your kicker to spot his own errors. It adds to the importance of what he is doing.
5. Clamp down on kickers eager to get going before a foot or leg injury is completely healed.

## • BASKETBALL NATURALS •



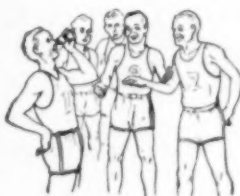
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# The Coach's Teaching Load

By WILLIAM A. HEALEY

Northeast Missouri State Teachers College

**H**OW often have you heard somebody say, "Joe Smith at State College sure has it made! All he does is coach football or basketball."

Now that college administrators are concerned about the athletic situation, it might be a good time to point out to both them and the general public that not only does Joe Smith coach basketball or football but he also does his share of teaching.

A recent study of 119 selected col-

leges in the Midwest<sup>1</sup> reveals many interesting facts pertaining to the teaching load of coaches. It sheds a great deal of light on existing conditions within these institutions and reveals practices (regarding the teaching load of coaches) which might have a direct bearing on the philosophy of athletics within these schools.

It is common knowledge that some administrators want to place coaches on the same basis as the rest of the faculty in regard to contracts, sal-

ary, tenure, etc. It is also an established fact that coaches work long hours and that their job is never done.

The aforementioned study shows that while our colleges take coaching into consideration when determining the teaching load of coaches, there's still a marked discrepancy between the teaching load of coaches and the teaching load of academic teachers.

Published figures don't always take certain relevant facts into consideration. It must be remembered that coaches often have a class early in the morning and, consequently, must spend the entire day on the job and do their coaching from 4:00 p.m. to 6:00 p.m. It should also be remembered that many week ends are spent on out-of-town trips and long hours are put in on planning strategy for coming games.

Are these things taken into consideration when planning the teaching load of coaches?

Do administrators require the same educational standards of their coaches as other staff members?

Do these same administrators expect coaches to work longer hours?

Isn't teaching teaching, whether it's in athletics and physical education or chemistry and mathematics?

Would placing the coaches on the same educational standards as other

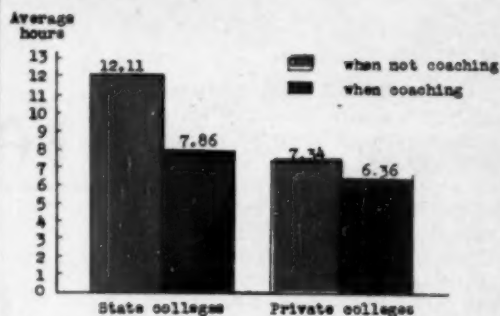


FIG. 1, average number of hours per week coaches teach phys ed service classes.

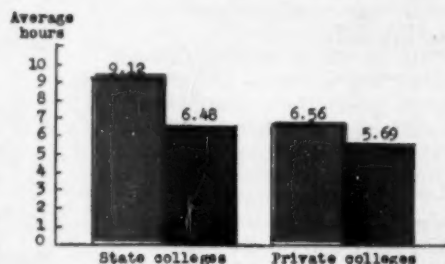


FIG. 2, average number of hours per week coaches teach phys ed theory classes.

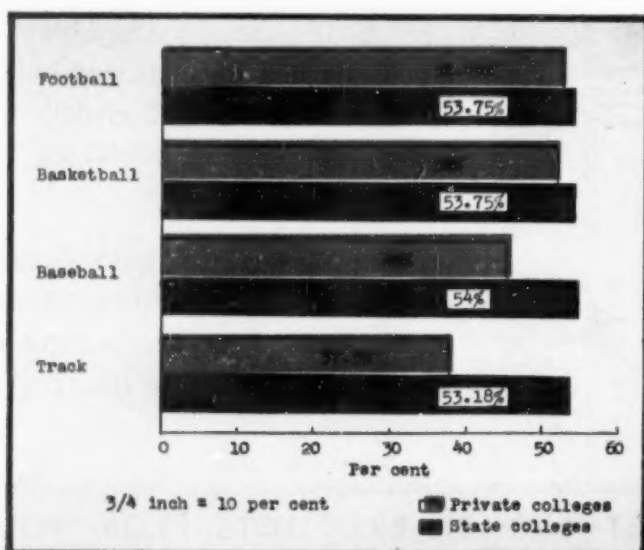


FIG. 3, percentage (using median response) of teaching load that coaching constitutes in the four major college sports.

<sup>1</sup>"An Analysis of the Administrative Practices in Competitive Athletics in Selected Colleges of the Midwest," doctoral thesis, Indiana University, Bloomington, Indiana, 1952, by author.

faculty members help solve the athletic problem?

Do the administrators want to have their cake and eat it, too—winning teams, long hours, but less pay for coaches?

Let's face the issue squarely, eschewing such claptrap as "The coach knew he would have to work long hours when he entered the coaching profession." If he's teaching and coaching, let's (1) make him a teacher with the same working hours as any other teacher, or (2) regard his job as a special situation and pay him accordingly. Let's look into the situation from a statistical point of view.

Figs. 1 and 2 offer a graphic comparison of the average number of hours that the coaches covered in this survey teach. The graphs present comparisons of both the teaching of physical education service classes, such as gym or required physical education classes, and physical education theory classes.

Fig. 1 indicates the hours per week head coaches teach physical ed service classes when coaching and when not coaching. It was found that coaches in state colleges teach physical ed service classes an average of 7.86 hours per week when coaching, and 12.11 when not coaching. This is a difference of 4.25 less hours per week when the head coach is coaching.

In the private colleges, however, there's a much smaller difference. An average of 7.34 hours per week of teaching physical ed service classes was reported as compared with 6.36 average hours per week when coaching; only a .98 average hour difference in the private colleges. The state colleges' difference of 4.25 hours per week is over four times that of the private colleges, a definite indication that more weight is given coaching in the state colleges.

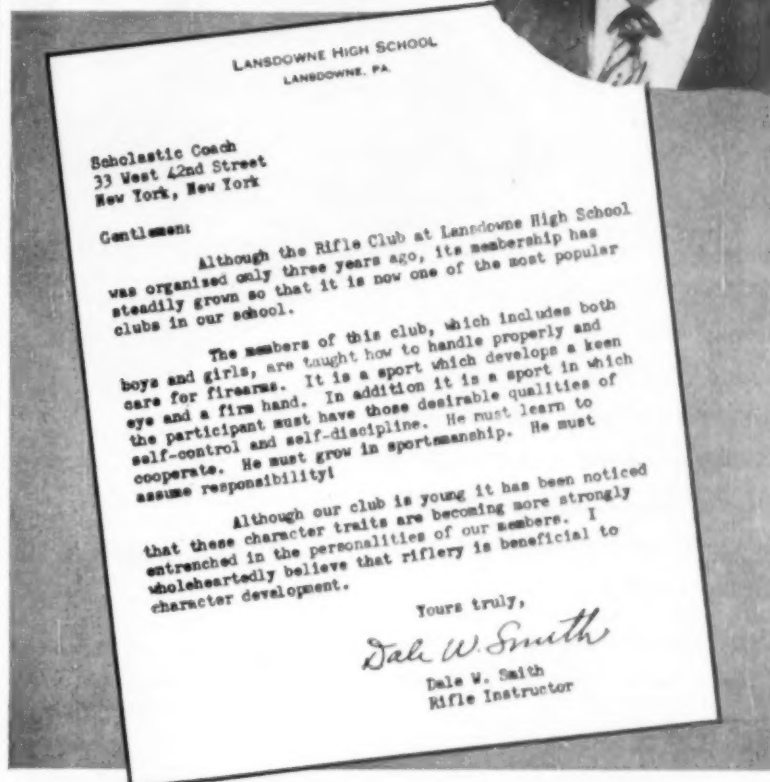
Fig. 2 compares the hours per week head coaches teach physical ed theory classes when coaching and when not coaching. Coaches in the state colleges teach an average of 9.12 hours per week when not coaching and 6.48 average hours per week when coaching. This is a difference of 2.64 average hours per week.

The private college coaches teach 6.56 average hours per week when not coaching and 5.69 when coaching, only a .87 average hour difference. In short, the difference in the state colleges is almost three times that in the private colleges.

Krakower<sup>2</sup> made a study in 1945 of teaching loads in departments of physical education, which revealed that the teaching load for physical

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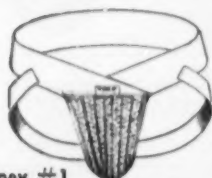
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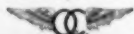
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ed teachers is approximately five hours more than that of the other teachers.

In his study, the academic load was assumed to be 15 hours a week. A weight of three was assigned to each hour of academic teaching on the assumption that each hour required two hours of preparation. The total per week was, therefore, 15 times 3, or a total of 45 weighted hours per week for academic teaching.

The following weights developed by Krakower's study will be used in analyzing the data obtained in the study under observation:

	Weight
Coaching a major sport	2.8
Teaching phys. ed. theory class	3
Teaching phys. ed. service class	2.2

By using these weights, a comparison may be made between the head coach's total weekly teaching load (when coaching and when not coaching) and the 45 weighted hours per week that Krakower used as a full academic teaching load. This weighted teaching load is revealed as follows:

When head coaches are not coaching in the state colleges:			
	Weight	Hours per week	Total
Teaching phys. ed. service classes	2.2	x 12.1	= 26.6
Teaching phys. ed. theory classes	3	x 9.1	= 27.3
Total hours taught per week		21.2	—
Total weighted hours per week when not coaching			53.9

The figures thus reveal that the head coaches in the state colleges have a 53.9 average weighted hours per week teaching load. They teach an average of 21.2 hours per week of physical ed service and theory classes as compared to 15 hours per week reported by teachers of academic subjects in the previous study.

When coaching, the following weighted results are obtained for the coaches in the state colleges:

When head coaches are coaching in the state colleges:			
	Weight	Hours per week	Total
Teaching phys. ed. service classes	2.2	x 7.9	= 17.4
Teaching phys. ed. theory classes	3	x 6.5	= 19.5
Plus coaching:			
(53.75* x 21.2 =			14.4
11.395 x 2.8)			31.9
Total weighted hours per week, including coaching			68.8

\*Percentage of teaching load reported for coaching basketball by state colleges as shown in Fig 3.

There's a difference of 15 between 68.8 weighted hours per week when head coaches are coaching, and 53.9

\*Krakower, Hyman, "National Survey of Teacher Loads in Departments of Physical Education in Institutions of Higher Education," *The Research Quarterly*, pp. 288-291, December, 1945.

weighted hours when not coaching. It would seem from this analysis that teaching loads of head coaches in the state colleges, both when coaching and not coaching, are more than the academic teaching load.

The 21.2 average hours per week reported for physical ed teaching load of head coaches when not coaching in the state colleges is above the 20-hour teaching load of physical ed teachers as reported by a former study.<sup>3</sup>

Following is the computation of weighted hours per week teaching load of head coaches as applied to the private colleges reporting in this study.

When head coaches are not coaching in the private colleges:

	Weight	Hours per week	Total
Teaching phys. ed. service classes	2.2	x 7.3	= 16.1
Teaching phys. ed. theory classes	3	x 6.6	= 19.8
Total hours taught per week			13.9
Total weighted hours taught per week when not coaching			35.9

When not coaching, the private college head coaches show a much smaller teaching load than the 45 weighted hours per week found in a previous study, or the 53.9 weighted hours for the state colleges.

Also, the average hours per week of physical ed classes taught by the private college coaches are much smaller, 13.9, than the 21.2 of the state colleges or the 20 hours of a previous study.

Applying these weights to the hours per week taught by the private college head coaches when coaching, the following is found:

When head coaches are coaching in the private colleges:

	Weight	Hours per week	Total
Teaching phys. ed. service classes	2.2	x 6.4	= 14.1
Teaching phys. ed. theory classes	3	x 5.7	= 17.1
Plus coaching:			
(52* x 13.9 = 7.228 x 2.8)			20.2
Total hours taught per week			12.1
Total weighted hours taught per week including coaching			51.4

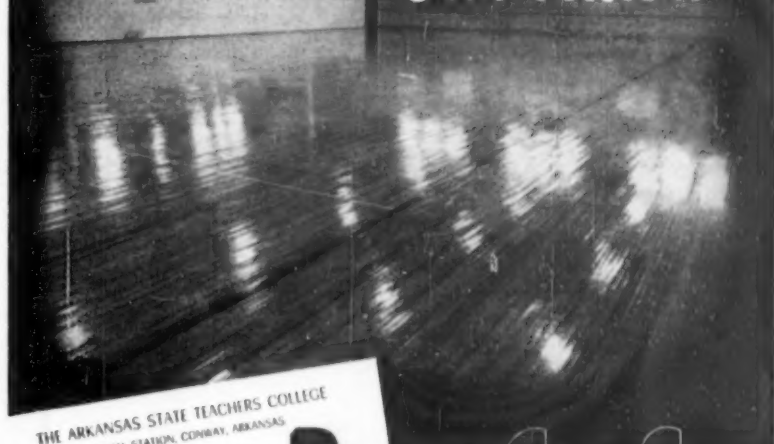
\*Percentage of teaching load reported for coaching basketball by private colleges as shown in Fig. 3.

This analysis shows 51.4 weighted hours per week taught by private college head coaches when coaching a major sport (basketball) as compared to 35.9 when not coaching, a difference of 15.5 average weighted hours.

Summing up, then, this comparison of teaching loads and coaching loads in private and state colleges reveals three differences:

(Continued on page 78)

## "I RECOMMEND IT AS THE FINEST GYM FINISH"



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January 5, 1953

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# COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

**A**L DAVIS, the 23-year-old football genius currently coaching the loaded Fort Belvoir eleven, was guest speaker at a football dinner. As he rose to his feet, a news photographer started jockeying for a vantage point. The toastmaster, fearing that Al would be annoyed, snapped at the photographer: "Don't take his picture while he's speaking. Shoot him before he starts."

The visiting football team was having a bad afternoon. Everything they tried went wrong. Their passes were intercepted, their line bucks were smeared, and their reverses were smothered. The captain signalled desperately to the coach, "What should we do now?"

The coach immediately signalled back, "Try fumbling."

**Raoul Walsh**, directing Bomber Kulovich, 230-lb veteran of more than 2,000 wrestling matches, complained to the Bomber in a fight scene that he wasn't showing enough painful expression for a man supposed to be taking a beating.

"Which expression do you want?" queried the wrestler. "Hurt, double hurt, triple hurt, or super-colossal-I-can't-stand-it?"

"What's the new halfback's name?" asked the coach.

"Osscowinsinski," replied his assistant.

"Good," exclaimed the coach with satisfaction. "Put him on the first team. Boy, will I get even with those newspaper reporters!"

During the war, the Nashville Volunteers had a Mexican center fielder named Manny Salvatierra. Both Manager Larry Gilbert and Coach Red Lucas had a tough time understanding Manny—or getting him to understand them.

One night Manny went to bat against an unusually wild pitcher. As he stepped into the box, Gilbert ordered him to "take one." Then Lucas walked in from the coaching box and whispered, "Take one." Salvatierra took three straight called strikes down the middle.

Gilbert was furious. "How could you stand there and take three strikes?" he roared.

"Meester Gilbert," Manny explained, "you asked me to take wan. I take wan for you. Meester Lucas asked me to take wan. I take wan for heem. Then I take wan for myself."

Before being traded by Pittsburgh, Pete Castiglione always called himself "Branch Rickey's type of player—low paid."

Some solid line drives from Tommy Fitzgerald's column in the Louisville Courier-Journal:

"Warren Giles thinks TV may force major league baseball from under the arcs into daylight. If so, all baseball writers will love Lucy, too."

"Commissioner Ford Frick says baseball must give the people a better show for their money. It's going to be hard, though, competing with all those murders on TV since umpires are getting scarce the way it is."

"It's hard to say where Bill Veeck will attempt to move his franchise next. It's beginning to look, though, as if he might have his eye on Coopers-town."

"Gus Bell made his first 21 homers off 21 different pitchers. Gus has no favorite pitching cousin, it seems, but apparently has a lot of distant relatives."

"A crowd of 10,000 recently welcomed home the Milwaukee Braves with a lot of fanfare, including four-foot balloons painted like baseballs. This no doubt was a sight that excited all the players, especially the ones in batting slumps."

"Because of an ear ailment, Ted Williams won't be able to hear as well

when he comes out of the Marines. At least not, we suppose, until Tom Yawkey gets it up to at least \$100,000."

Our tennis champion is a splendid fellow, but he bears the impossible monicker, Victor Seixas. How do you pronounce it? Here's the way the British journal, *The Observer*, puts it:

*The Wimbledon champion, Seixas,  
Is nothing if not efficeixas.  
He delivers his ace  
With incredible pace,  
While the rest of us murmur  
"Good greixas."*

We'd like to assure the reader that the pronunciation isn't falleixas.

Two of nature's ignoble men, boxing managers both, were discussing the coming battle between their tigers. "At the end of the second round," said one, "your man will hit mine and he'll go down for the count."

"No, no," declared the other. "Not in the second round; in the seventh or eighth. We mustn't cheat the public."

One of the nicest fielding plays of the season was turned in by Harold C. Schonberg, music critic of *The New York Times*. Reviewing the premiere of the American opera, *The Mighty Casey*, quick-fingered Harold wrote:

*Casey at the Bat* was written by Ernest L. Thayer around 1888. It is a narrative poem in hiccups, iambic septameter couplets describing as Milton could, the immortal strikeout (with two on in the ninth).

Unfortunately, Mr. Thayer was very chary of information about his hero. Who, really, was he? What did he look like? What was his batting average? Was he southpaw or normal? Was he a sucker for an inside high ball? Fast on the bases? A good fielder?

To get the answers we now can turn to *The Mighty Casey*, the opera by William Schuman to a libretto by Jeremy Gury. How they came up with the information is impossible to ascertain at this moment, but their research discloses not only the name of Casey's girl friend, the fellow members of his team, but his batting average (.564), his R. B. I. (200), and the number of home runs he hit (99).

He played right field. He was a southpaw. He was a burly, good-looking fellow. His bat, a grievous weapon, was as big as a telephone pole (and the Casey tonight handled it like one). He was a sucker for a high inside ball. This was the Casey who plunged Mudville into gloom.

There also is music to this opera. . . . There is a manager's musical beef, a what-does-the-catcher-say-to-the-pitcher duet, a trio of umpires, a first-class rhubarb, and a sad chorale after Casey shattered the air with his blow.

*The Mighty Casey* is part sentimentalism, part modernism. . . . And it takes Casey an awfully long time to get to bat.

Little Ralph was on the losing end of a marbles game. He promptly threw



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his marbles on the ground, stamped his feet, and started screaming. "Do you know what happens to little boys who display their tempers like that over a simple marbles game?" his mother asked.

"Sure," replied Ralph. "They grow up to play golf."

**Bill Vukovich**, winner of the Indianapolis 500 Mile Speedway Race: "I just went as fast as I could 'til I came to a corner and then I turned left."

Now that the football season is here, there are only two kinds of colleges — those that wish they had fired their coach last year and those that wish they hadn't. (From *Northwestern Bell*, Bell Telephone Co.)

Women are like baseball umpires — they make quick decisions, never reverse them, and they don't think you're safe when you're out. (From *Lion*.)

### WILLIAM T. BROWN

THE sporting goods industry lost one of its most popular and distinguished figures on August 23 when William T. Brown, president of A. G. Spalding & Bros., Inc., succumbed to a heart ailment at the age of 57.

Born in Rockford, Ill., in 1895, Mr. Brown was the son of William Thayer Brown and Mary Spalding, who was a sister of A. G. and J. Walter Spalding, founders of the concern. Mr. Brown attended the Pawling School in New York and received his Bachelor of Philosophy degree at Yale in 1916. When World War I broke out, he enlisted in the Navy, serving as a lieutenant (senior grade) aboard a destroyer.

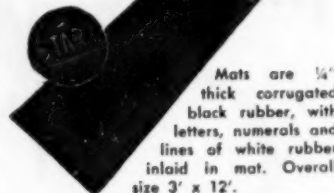
When the war ended, Mr. Brown joined Young & Rubicam, then left for a position with A. G. Spalding. That was in 1919. After serving as assistant treasurer and secretary for six years, Mr. Brown was made a director. He became vice president in 1932, and from there moved up to the presidency.

Mr. Brown was president of the Chicopee Mfrs. Assn. and the Employers Assn. of Western Massachusetts. He also was a vice president and member of the executive committee of the Associated Industries of Massachusetts and a director of the Third National Bank and Trust Co. of Springfield.

He is survived by his wife, three sons, and a sister.

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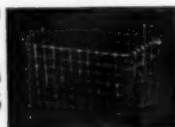


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## Intramural Wrestling

(Continued from page 28)

5. Runaway.
6. Step-over.

The leader puts up a finger to indicate the escape to attempt. When the whistle blows, the boys on top turn around and get set. Another whistle starts the 15 second match. Each boy has five matches on top and bottom, and each team alternates playing the game. The practice then concludes with each boy doing 10 pull-ups or more. Each boy weighs out before going down for showers.

The fourth to the ninth weeks of the season were alternated with daily workouts, team tryouts, and inter-squad matches. The *tryout matches* were 4 minutes long—1 minute standing and 1½ minutes down (each boy). The team matches consisted of 2 minutes standing and 2 minutes down (each boy).

A total of three inter-squad matches were held before the teams were dissolved to form the round-robin tournament for the intramural championships.

Our efforts to build an interest in wrestling at Towson began to pay dividends as early as the start of the fourth week. A group of boys who couldn't participate in the afternoons because they had to make bus connections for home approached us for permission to use the mats from 8:00 to 8:50 A.M. before school opened! We promptly formed Tuesday and Thursday morning classes for them.

Our morning group, which was soon to total 20, joined forces with our afternoon group of 40 for the intramural tournament that began on February 2. Each boy was restricted to two matches a week. The morning group competed after school also, their transportation home being arranged whenever possible.

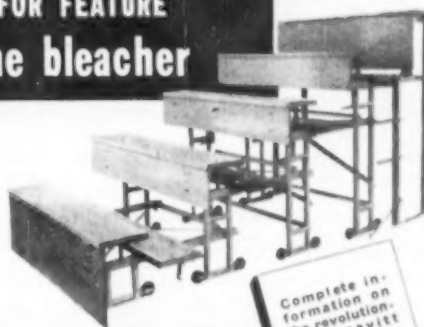
Matches were held four days a week, with as many as 12 matches being held each day. Our five managers rotated as officials, scorers, and timers.

The Monday of the final week was set aside for postponed matches, with all the finalists being given the rest of the week to prepare for the Friday evening finals.

Looking back, we feel we've succeeded in starting a wrestling tradition at Towson. We also feel that a lot of the credit is due to the coaching articles in *Scholastic Coach*. All we had to do was incorporate, adapt, and put into action the suggestions and methods found therein.

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## New Books on the Sport Shelf

- **MICHIGAN STATE'S MULTIPLE OFFENSE.** By Biggie Munn. Pp. 224. Illustrated—photos and diagrams. New York: Prentice-Hall, Inc. \$3.95.

WITH Michigan State football right up on top of the heap, both statistically and artistically, coaches have been dying to learn all about its inner workings—how Biggie Munn puts together and operates that fantastic multiple offense which wheels in and out of the single wing, T, double wing, spread, and split T with the greatest ease and efficiency.

Well, the boys need not die of curiosity any longer. Biggie reveals all his secrets in this book—simply and thoroughly.

After an interesting chapter on the evolution of his attack, Biggie paints in the details of his simplified numbering system. He then analyzes offensive line play, offensive end play, and backfield play. This brings him to his running offense, and he does a fine job of analyzing all the factors pertaining to same.

The Spartan coach then covers the passing game, the kicking game as an offensive weapon, and finally organization. In this final chapter, he offers a sample practice schedule and suggestions on quarterback strategy.

All of the instruction is graphically projected, and nobody will have the least bit of trouble following Biggie step by step as he breaks down his marvelous system of offense.

- **OTTO GRAHAM—"T" Quarterback.** By Otto Graham. Pp. 224. Illustrated—photos and diagrams. New York: Prentice-Hall, Inc. \$3.95.

ONE of the most gifted quarterbacks, physically and mentally, in football annals, Otto Graham has been an all-pro quarterback for close to 10 years. A splendid passer, runner, and play caller, he's always been a coach's dream—in short, the ideal candidate to author a book on T quarterbacking.

In his book, he carefully analyzes the basic fundamentals of every phase of T formation generalship. He starts with a beautiful chapter on quarterback mechanics, then delves into "starting the play"—receiving the ball and types of spins. Next comes a sharp exposition of hand-offs, fakes, and laterals.

The Cleveland Brown field general then takes up the passing game, elaborating on the fundamentals of passing, getting set to throw, basic pass patterns, and passing fancy. The fundamentals of the running game are treated next, followed by an explanation of the quarterback's other duties

(signal calling, defenses, carrying the ball, sneaks, kicking, etc.).

Since no book on T quarterbacking would be complete without some reference to the other members of the backfield, Graham includes a very tasty chapter on halfbacks and fullbacks—covering stance, start, receiving the ball, faking, and running.

An excellent inspirational chapter "For Young Players and Their Parents" concludes the text. Anybody with the slightest interest in T quarterbacking will find all the answers in Otto's book. It's a pip.

- **COACHING FOOTBALL AND THE SPLIT T FORMATION.** By James M. Tatum and Warren K. Giese. Pp. 277. Illustrated—photos and diagrams. Dubuque, Iowa: Wm. C. Brown Co. \$3.75.

BOTH college and high school coach, as well as physical education instructor, will find this book a thoroughly satisfying all-around instructional aid—with particular emphasis on Split T coaching.

It is big in size (8½ by 11 inches) and big in content. Superbly organized and beautifully written, it covers the modern game simply and comprehensively.

Part I offers a general background to football coaching, including a brief history of the game along with some of its outstanding pioneers. It also touches on the place of athletics in a modern educational program and outlines the duties of the officials.

Part II presents a lot of helpful information on the training and conditioning of a team. The authors are now ready for their technical treatises. Very soundly (and appetizingly) they "kick off" with a summary of modern offenses, including strengths, weaknesses, personnel requirements, and recommended defenses for each.

Next comes a fine section on defensive football, embracing basic principles on building defensive patterns, as well as scouting and 5-, 6-, and 7-man lines.

The final—major—portion of the text is devoted to coaching the Split T, and a beautiful section it is. Tatum and his assistant coach, Giese, do a splendid job of analyzing personnel requirements, blueprinting a simplified method of teaching offensive line blocking assignments, and describing the techniques of line play and backfield play.

Also thoroughly covered are Maryland's 14 basic running plays, eight Split T passes, and quarterback strategy.

The book is splendidly illustrated

with progressive action sequences and many unusually well-done diagrams.

- **REVOLUTIONARY FOOTBALL.** Edited by Herbert "Swede" Phillips. Pp. 87. Illustrated—diagrams. Atlanta, Ga.: Swede Phillips. \$2.

HERE'S an extremely provocative little book, put together by an astute football man, which offers a lot of radical ideas on modern football.

What the author has done is compile articles from both school and college coaches who have dared to be "different." The contributions of famous college coaches like Jim Tatum, Wally Butts, Bobby Dodd, and Jake Gaither appear next to those of lesser known high school men. But all have one thing in common—unique approach.

Some of the more unique ideas include: Double T, Wide SW-T, Inverted Quarterback, Dissolving T, The Y Formation, The I Formation, Triple Spinner, Spreading the Warner C, Wing-Punt, and many others.

No attempt is made to present whole systems of play. The idea is simply to show you something of the ideas behind them. Plays are given as examples of what can be done or has been done with the idea.

Whatever your level of coaching, you'll be sure to strike pay dirt somewhere in the book.

- **THE ENCYCLOPEDIA OF SPORTS (New and Revised).** By Frank G. Menke. Pp. 1,100. Illustrated. New York: A. S. Barnes and Co. \$10.

WHEN the fantastic Mr. Menke, sports historian extraordinary, brought out his 1,000-page sports encyclopedia in 1947, we thought it was the last—positively final—word on encyclopedias. And now comes his latest opus—and it's bigger and better than its predecessor!

Menke has completely revised his 1947 book, dressing it up in a new format and bringing everything up to date. Much valuable material has been added to virtually every section, including many diagrams of playing areas and new illustrations by the great sports cartoonist, Willard Mullin.

A truly prodigious effort, the book weighs over four pounds, contains over 800,000 words, and runs over 1,000 pages. Into these awesome dimensions are compounded the histories of more than 100 sports—from Angling to Yachting—including records, lists of champions, basic rules, and odd facts.

All the thousands and thousands of fascinating facts are clearly and tastefully presented, and organized so that any specific item may be located with a minimum of page turning.

Anybody connected with sport in any capacity will definitely want this one-volume library for his reference shelf. (For special pre-publication price offer and order form, see adv. on p. 45.)

(Concluded on page 72)

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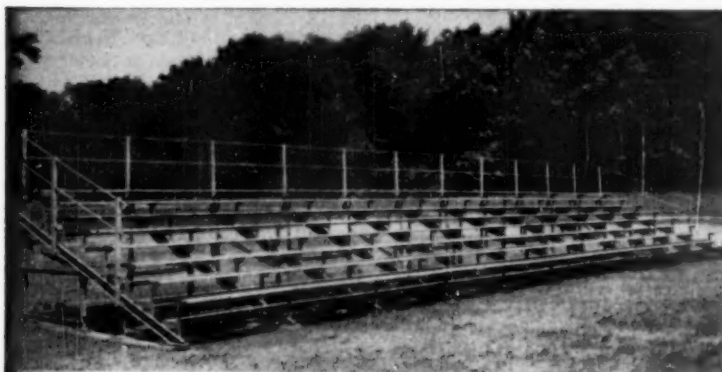
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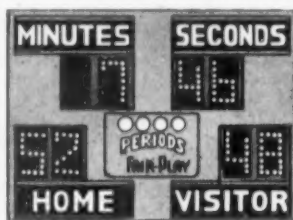
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- **TABLE TENNIS ILLUSTRATED.** By Douglas Cartland. Pp. 96. Illustrated—photos. New York: A. S. Barnes and Co. \$1.75.

ONE of the great table tennis internationalists, Doug Cartland is ideally qualified to author a technical text on the sport; and his book proves it. Soundly organized and unusually well-written, the book covers every phase of the game.

After a chapter on the history of the game, Cartland describes the essential equipment and then launches into the techniques of the sport. Clearly and tersely, he analyzes grip, block shot, chop, drive, serve, spin, other shots, and tactics.

Nearly all these strokes are illustrated with excellent progressive action sequences specially taken by *Scholastic Coach*.

This book can be freely recommended to instructors and to players interested in polishing their techniques.

- **HOW TO PLAY BASKETBALL.** By Harry Combes and The Quaker Oats National Basketball Board. Pp. 32. Illustrated—photos and diagrams. Chicago: The Quaker Oats Co. Free.

THIS little dream of a book offers a wonderful course on the fundamentals of the game. Every basic technique is covered tersely and thoroughly, and illustrated with wonderful motion picture sequences. Harry Combes, the Illini coach, is the man responsible for this authoritative treatise. He covers shooting, passing, individual offense, and individual defense.

Other phases of the game are covered in one-page "chapters" by some of the nation's greatest coaches. Stan Watts elaborates on zone defense, Ray Meyer on how to practice, Hank Iba on team offense, Branch McCracken on single pivot plays, Johnny Wooden on double pivot plays, Everett Case on the fast break, Howard Hobson on freezing the ball, Johnny Jordan on out-of-bounds plays, and Harry Rabenhorst on jump ball plays.

Free copies of this book are available for your entire gym class or varsity squad. Just check the "Quaker Oats" listing in the master coupon on the last page.

### Official Rules Books

- **1954 Official NCAA Basketball Guide.** Pp. 75. Illustrated—photos and records. New York: The National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y. \$1. (The official rules and records for college basketball, including complete sectional reports, tournament round-ups, individual records, pictures of famous players, schedules, All-American teams, etc.)

- **1953 Official NCAA Football Guide.** Pp. 57. Illustrated—photos and records. New York: The National Collegiate Athletic Bureau. \$1. (The official rules and records for college foot-

ball, containing the same type of material as the Basketball Guide.)

- **1953 Official NCAA Soccer Guide.** Edited by Richard Schmelzer, Pp. 78. New York: The National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y. \$1. (Includes official rules, reviews of past collegiate and interscholastic seasons, all-American teams, records, and other helpful materials.)

- **1953 Football Rules Simplified.** Compiled, edited and published by Frank R. Colucci, Flint 4, Mich. \$1.10. (An 11" by 8½" workbook which breaks the rules down into simple form, enabling individual to quickly digest fundamental structure of code. Excellent free-line drawings simplify the rules study. A good supplement to official rule book.)

**Official Sports Library for Girls and Women:** All the following guides are published for the National Section for Girls and Women's Sports by the American Assn. for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington 6, D.C.

- **1953-54 Official Basketball and Officials Rating Guide for Girls and Women.** Edited by Grace Fox. Pp. 160. 50¢. (Besides official rules, guide features at least 15 excellent articles on playing and officiating, the affiliated officials boards in every state, and other helpful materials.)

- **1953-55 Official Recreational Games and Volley Ball Guide.** Edited by Mariys S. Waller and Emma Spencer. Pp. 136. 75¢. (Under Recreational Games are five articles on social recreation, three articles on activities for special groups, an article on volley tennis, an article on hand or beach tennis, and rules for deck tennis, croquet, horseshoe pitching, paddle tennis, shuffleboard, table tennis, and giant volleyball. Volleyball section includes rules and helpful articles.)

- **1953-55 Official Aquatics, Winter Sports and Outing Activities Guide.** Edited by Prudence Fleming and Donna Mae Miller. Pp. 160. 75¢. (Aquatics section features official rules, more than 20 helpful instructional articles, methods of scoring, affiliated officials boards, and many other helpful materials. Second half of guide contains nine articles on skiing, four on skating, and four on outing activities.)

- **Standards in Sports for Girls and Women.** Pp. 57. 75¢. (Guiding principles in organization and administration of sports programs including: construction and conduct of program for classification of sports activities, bases for selecting them, factors concerned in adapting them to various age groups and to various situations, an analysis of leadership from viewpoint of administrator and teacher, and application of foregoing for participant herself.)



## Four-Man Weave

(Continued from page 7)

(b) Skip the man who's being very closely guarded and feed the next man (Diag. 5).

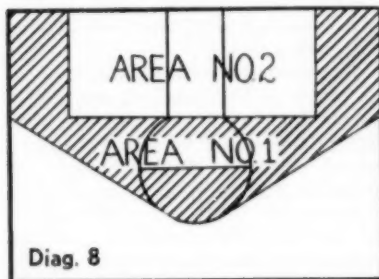
(c) Reverse the pattern and go in the opposite direction (Diag. 6).

(d) The man who's being too closely guarded should break directly for the basket. If he doesn't receive a pass, he should come back into the pattern on the opposite side of the court (Diag. 7).



Diag. 7

Rule Three applies to the pivot man. We divide the offensive front court into two areas, as shown in Diag. 8.



Diag. 8

In area No. 1 the pivot man has three options:

(a) He may hand off to either man cutting by the post.

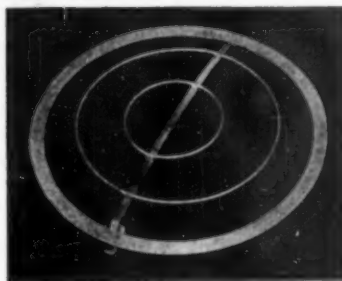
(b) He can turn and drive in for a lay-up.

(c) He can pass the ball out to the front line feeders.

In area No. 2, we do not want the feeders to cut by the post because there's no place to go and congestion may occur around the basket. In this area, we want the pivot man to either shoot for the basket, or clear the ball so that the offensive maneuvering can be continued.

We continually adjust our pattern and maneuvers to suit the material at hand, but incorporate these basic principles to build a sound offensive pattern that's effective against the various types of man-to-man defenses that we encounter.

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## Conditioning for Basketball

(Continued from page 32)

meals. The tablets should be taken with water.

Avoid all condiments, greasy fried foods, excessive amounts of sweets and soft drinks, and all types of pastries.

Do not drink milk at the meal prior to a game or heavy practice.

Dick Hyland, writing in a leading California newspaper after Illinois defeated Stanford, 40 to 7, in the 1952 Rose Bowl game, had this to say:

"Stanford spent weeks supposedly preparing for the Illini. Stanford spent thousands of dollars scouting, transporting and housing coaches, players, and newspapermen. Stanford coaches spent hour after hour in long discussions preparing their theory of attack and defense.

"For what?

"So that Stanford football players could loiter around the luxurious Arrowhead Springs hotel, sop up milk by the gallon, and food by the plateful?

"That must have been it, because it was the only thing the Indians did successfully. They were champions atchow call, all right. . . .

"The Indians reported to Arrowhead the day after Christmas so far out of condition that a few of them came close to keeling over during the first workout. Then they returned to the hotel that evening and filled up on malted milks and two or three helpings of dessert.

"You cannot eat yourself into shape, but you can sure eat yourself out of shape. Couple that with a lack of wind sprints, and you have the answer to Tuesday's horrible spectacle."

#### STALENESS

During the latter part of every season, many boys sort of lose interest in the game. This is commonly referred to as "going stale."

Some coaches say staleness is mental condition. Others feel that it may be due to a combination of factors, one of which is a loss of salt within the body tissues. Still others feel that it's due to too much practice of the same thing over a long period.

Usually, a short rest will bring the individual back to normal. Where you feel that the boys still need a workout, try substituting a snappy game of volleyball—with no basketballs on the floor and no one

shooting at a basket. Another idea is to take the whole squad on a brisk walk through the woods.

#### SMOKING

The smoking habit has gained a strong foothold on the American public—both young and old, male and female. The cigarette companies alone are spending millions of dollars every year on advertising. It's practically impossible to listen to the radio or watch television without seeing or hearing about tobacco in one form or another.

This makes it pretty tough to convince a boy that he shouldn't smoke. In 1949, sixty million Americans consumed four hundred billion cigarettes, and every year there are approximately eight hundred thousand non-smokers joining the smoking ranks.

The physiological effects of tobacco are attributed to nicotine and the effect that smoke itself has on the respiratory system. Nicotine is a poison. If one smokes a pack a day, he will inhale four hundred milligrams of nicotine a week which, given as a single injection, would kill him instantly.

Smoking speeds the pulse rate by as much as 28 beats per minute; it raises the blood pressure; it constricts the blood vessels; it aggravates existing diseases such as Berger's Disease (loss of circulation in hands and feet) and peptic ulcers; it irritates the membrane of the respiratory tract causing a chronic cough; reduces one's ability to do physical work and increases the onset of fatigue; tends to slow up the intellectual processes; and there's evidence that heart disease is more prevalent among smokers than non-smokers.

Nowhere is there any medical evidence that smoking improves an athlete's ability. To the contrary, it slows up an athlete. Every smoker who's honest with himself will admit that smoking is harmful. If you ask him, he will tell you emphatically—never start.

#### ALCOHOL

As in the case of tobacco, there's no place in athletics for the individual who drinks alcohol in any one of its many forms.

Alcohol is not a stimulant, as is commonly believed. It is a depressant, one of the most harmful of the

narcotics. The word "narcotic" comes from the Greek word meaning "to numb." And that's what alcohol does—it numbs the nerves and the brain.

Alcohol makes its major attack on the central nervous system. That's what makes it so damaging, for it does not attack some minor organ or function of the body, but attacks the most vital part of all—the brain and nerves. All the senses—seeing, smelling, taste, hearing, touch, and coordination—are numbed by alcohol.

The American Medical Association has stated that alcohol is detrimental to the human organism, that "its use in therapeutics, as a tonic, or stimulant, or food has no scientific value."

Alcohol is not a food. It's a poison.

## Safety in Diving

**B**EGINNERS should be warned not to attempt any new dive until the foundation has been laid through practice of the appropriate fundamentals. An attitude of pure "guts"—without reason or restraint—can be dangerous.

Another tendency of the beginner is to rush a dive that's new to him or in which he hasn't confidence. He usually takes a deep breath, climbs up on the board, nervously prolongs his hold before the approach, and then rushes into the dive—so keyed up mentally that the fundamentals of approach and take-off are thrown to the winds, and the technique of the particular dive is forgotten.

This is the result of inadequate supervision and the substitution of nerve tension for the cool, collected attitude which permits the diver to concentrate on what he is going to do.

Such an attitude isn't easy to develop, but it prevents hard knocks, gives one more confidence, and promotes rapid progress. I don't mean to imply that the successful diver isn't mildly keyed-up when learning a new dive or repeating a difficult one. He merely concentrates on fundamentals and doesn't let fear get the best of his thinking. He remembers that a dive cannot be dangerous if the proper height and distance from the board are obtained through a secure take-off.

The over-conservative "fundamental loving" diver, though usually less prone to injury, makes little more progress than the daredevil completely lacking in fundamentals but willing to "try anything once."

—Howard Curtis



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## A Code of Ethics

(Continued from page 50)

criticisms once made can never be retracted. Coaches must assume full responsibility for whatever comments they may make.

Section 5: *Use of Movies in Checking Officials.* It should be recognized that slow-motion study of controversial decisions by officials is far different from on-the-spot decisions which must be made during the course of a game. To show critical plays to sportswriters, sportscasters, alumni and the public, which may incite them to label officials as incompetents, must be considered unethical conduct.

### ARTICLE VI PUBLIC RELATIONS

Section 1: *Sportswriters and Sportscasters.* The responsibility of coaches to accredited writers and radio and television commentators is to provide them news about their team and players. They should be treated with courtesy, honesty and respect. Derogatory and misleading statements should be avoided. Direct questions should be answered honestly, or not at all. If good judgment indicates that an honest answer to a question would be prejudicial to the best interest of the game, ethical procedure demands that it not be answered. In such cases, "No comment" is entirely justifiable. Coaches should assume responsibility for and stress the importance of ethical procedures in teaching their players how to conduct themselves in player-interviews, in the best interests of the game of football.

Section 2: *Good Judgment.* It shall be questionable practice for coaches to stress player injuries, disciplinary measures, academic difficulties, eligibility problems and similar personal items, with the press, radio and television. Disciplinary problems should be a "family affair," to be solved between the coach and players involved. Scholastic eligibility is a province of the Dean's or Registrar's office. Injuries are essentially a province of the team physician and trainer. No good purpose can be served by emphasizing such matters.

Section 3: *Football Polls and Picking Game Winners.* It shall be unethical for coaches to pick weekly game winners, or to participate in pre-season team ratings systems.

Section 4: *Alumni, Booster and Quarterback Organizations.* Such organizations can be of value to the game of football if they have proper objectives. It shall be unethical for coaches to use such groups to attempt to defeat or obstruct administrative or institutional athletic controls, or to encourage violation of established rules and regulations in order to strengthen existing football programs. It shall likewise be unethical for coaches to make demands, financial or otherwise, upon such groups which are not in keeping with the letter and

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spirit of existing controls or in any other manner to misuse such strength and power in violation of accepted rules and regulations.

#### ARTICLE VII SCOUTING

It shall be considered unethical under any circumstances to scout any team, by any means whatsoever, except in regularly scheduled games. Any attempt to scout practice sessions shall be considered strictly unethical. The head football coach of each institution shall be held responsible for all scouting. This shall include the use of moving pictures.

#### ARTICLE VIII STUDENT RECRUITMENT

Section 1: *General.* Any attempt to set down generally acceptable or standardized principles at this time (1952) is impossible because of conditions which have been created by the attempts of so many organizations to assume responsibility for and dictate desirable controls. However, there are a number of ethical principles which should be considered in this area. Where Conference or League Rules and Regulations have been adopted, and are in force, they must be strictly observed. In Institutions where no Conference or League Rules exist the following principles shall be observed until such time as national, sectional or Conference Rules may be adopted:

(A) Coaches are entitled to the same rights and privileges as other faculty members, and must assume the same responsibilities as are imposed upon them, in all student recruitment.

(B) Institutional rules and regulations shall be strictly observed in all student recruitment.

(C) Recruitment of students with athletic ability must follow the generally accepted pattern for all students. The first essential qualification is acceptable academic ability; the second, other desirable special abilities including in this case, skill in football.

(D) In discussing the advantages of his institution to a prospect the coach must confine his statements to an honest and forthright presentation of facts and shall refrain from making derogatory statements concerning other institutions and their officials.

(E) In discussing opportunities, part-time work and other institutional advantages it shall be strictly unethical for any coach to make statements to any prospective student which cannot be fulfilled.

(F) All offers of assistance to prospects must conform to and be in keeping with the rules and regulations of:

1. The institution.
2. The Conference or League to which the institution belongs.
3. The state or national governing body in control of athletics.
4. Any other organization or association to which the institution is responsible in the conduct of its athletic program.

## PERSONAL AS YOUR TOOTHBRUSH!

Kill **ATHLETE'S FOOT**  
Fungus with  
Individual Foot Treatment

- NO DILUTION
- NO CONTAMINATION
- NO RE-USED SOLUTION

You can use the SANI-MISTER Spray Dispenser in your school's shower rooms with complete confidence in its protection against Athlete's Foot!

The SANI-MIST method gives you a fresh, full-strength treatment every time. Every application is as personal and as sterile as a morning mouth wash!

According to laboratory tests, SANI-MIST solution kills Trichophyton mentagrophytes, the principal fungi causing Athlete's Foot, in less than 30 seconds. The SANI-MIST method is economical, too. Costs only a few cents a day. For complete details write today.

**SANI-MIST INC.** Dept. S  
1724 Chestnut Street, Phila. 3, Pa.



1. Step On
2. Mark Time *That's all!*
3. Step Off



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*New*  
**EZ-A-WAY  
BLEACHERS**

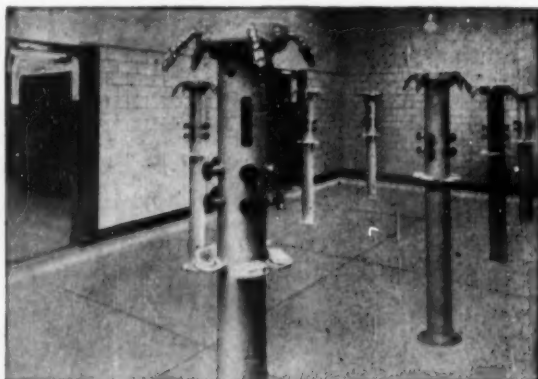
#### ONE ROW OR THE ENTIRE BLEACHERS CAN BE EXTENDED FOR USE

Completely redesigned with simple construction, Berlin EZ-A-WAY Bleachers are your answer to indoor spectator seating problems. One man can easily open and close them with ease . . . when in use they provide maximum seating capacity in space available . . . when not in use they fold back into the minimum of space so that you have the maximum floor space for other activities. You will find them the most desirable bleachers for indoor spectator seating on the market today.

- Completely Redesigned
- Meets Rigid State Codes for Safety
- Provides Maximum Seating Capacity
- Requires Minimum Floor Space
- Simple Construction—No Complicated Parts

**BERLIN**  
**SEATING  
ENGINEERS**

Write or wire  
**BERLIN, WISCONSIN**



## THEY SELECTED BRADLEY COLUMN SHOWERS

Without the usual partitions of the 3-stall or 5-stall Bradley Showers, the Column Showers are otherwise complete with drain fittings, sprayheads, soap trays, mixing chamber for temperature control with hot and cold water control valves. Ready to install.

Floor space is saved and by placing Showers away from walls, wall water-proofing is not required and space may be used for lockers and benches.

Here's the answer to your Shower requirements at low cost. Write for Catalog 4701-CS. **BRADLEY WASHFOUNTAIN CO.**, 2281 W. Michigan Street, Milwaukee 1, Wisconsin.

**BRADLEY**  
*showers*  
Distributed through  
Plumbing Wholesalers



**LOW-COST  
EXTRA  
SEATING**

**in a minimum  
of space**

**for use INDOORS or OUT  
without DISMANTLING**

If you have a minimum of space this dual-purpose 3 Row Portable Bleacher is designed for you. It is 15 ft. long, 5 ft. deep and when turned on its back can be carried through any standard door without dismantling.

Playtime's 3 Row Portable Bleacher is ideal for use along your gym sidelines or outdoors when the space is limited. In gym-auditoriums it can be used on stage to provide extra seating for basketball games or other sports activities.

Playtime Bleachers  
available 3 to 15 Rows.  
Individual, Elevated,  
Permanent and Contin-  
uous arrangements.

Representatives in 36  
Cities.

"it's the PANEL that makes the DIFFERENCE"

**PLAYTIME EQUIPMENT CORP.**

MARS, PENNSYLVANIA



## Defense in Secondary

(Continued from page 46)

deep. This drill helps the defensive backs react to an individual receiver as in man-for-man situations.

The final drill, Diag. 4, is used to teach the halfback and safety to work together in stopping wide plays. The halfbacks and safety line up against an offensive backfield consisting of a quarterback, fullback, and halfback. The quarterback runs a wide play to either side of the field, and the defensive halfback on that side comes up either to try to stop the play on the line or scrimmage or to force the runner out of bounds. The offensive fullback tries to block the defensive half. If the latter can't stop the play or run it out of bounds, he should try to turn the runner into the safety. This drill can be used with the other drills to mix up running and passing defensive maneuvers.

In summary, the defensive backs at Maryland, as at most schools, are selected for their quick reaction, tackling ability, and durability. When a pass shows, they back up and invite the passer to throw, or, if covering a particular receiver, they watch the passer and all go to the ball as quickly as they can regardless of where it is thrown. They play a pass first, then a run. If a ball is caught in front of them, these backs are expected to converge on the receiver and drop him quickly and aggressively. No receiver is expected to get behind them. Once they start up to stop a play, they must be aggressive and not hesitate.

## Teaching Load

(Continued from page 65)

1. Head coaches in the state colleges carry a heavier load when not coaching than do head coaches in private colleges.

2. Head coaches in state colleges have more weight assigned to coaching duties than do the head coaches in the private colleges; this is evidenced by a greater difference between teaching load when coaching and teaching load when not coaching.

3. Head coaches in state colleges carry a much heavier load either when not coaching and just teaching physical education theory or service classes, or when coaching and teaching either a lessened program of physical education theory and service classes or no classes whatever.

<sup>4</sup>Ibid. pp. 289-291.





## SPORT OSCARS

Low priced "All-Sports" Oscars with incomparable quality and value. Molded sport figures sculptured from life for realism and action.

## STATE TROPHY SHOP

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SEND FOR OUR FREE CATALOG

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... in every state for wholesale and retail distribution of the Adams line of Basketball Score and Basketball Score and Scout Books. Liberal commission allowed. Each book provides a simple, roomy, accurate, economical system for scoring games. Books sell when shown. Money back if not satisfied.

### BASKETBALL SCORE BOOKS

- 3 New Books—1953 Revisions
- 4-53 S Score Book (top hinge), 30 games school price \$1.25
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- 4-L Score Book (side hinge), 30 games school price \$.95

Order sample copies at above prices and ask for details of sales contract

**JOHN L. ADAMS**

619 Buntin St., Vincennes, Indiana

Official for Collegiate Competition

## WEB BED TRAMPOLINE

Large Size, Folding Type

HIGHER QUALITY, LOWER COST

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Write for  
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### Kentucky Style!

A new, revised 16mm. sound film presenting the Kentucky basketball team in their latest Rupp-inspired plays and drills. Diagrams, slow motion, action shots—all are employed to make this film a valuable coaching aid.

Price \$75.00

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# MASTER COUPON

To obtain free literature and sample goods, carefully check items desired and mail coupon directly to Scholastic Coach, Advertising Department, 33 West 42 St., New York 36, N. Y.

Numbers in parenthesis denote page on which the advertisement may be found. Please check the items personally, and to be sure of getting the types of service or information you desire, refer back to the advertisement before checking the listing.

### ADAMS, JOHN L. (79)

- ☐ Information on Basketball Score and Scout Books

### AMERICAN WIRE (68)

- ☐ Folder on Locker Baskets and Uniform Hanger

### ATHLETIC PRODUCTS (41)

- ☐ Information on Shock Athletic Trainers' Knee Brace

### AWARD INCENTIVES (76)

- ☐ Catalog of Complete Line of Individual and Team Awards for Every Sport

### BEACON FALLS (21)

- ☐ Catalog of Athletic Shoes

### BERLIN CHAPMAN (77)

- ☐ Complete Details on Ez-A-Way Bleachers

### BIKE WEB (25)

- ☐ Coaches and Trainers Handbook

### BRADLEY WASHFOUNTAIN (78)

- ☐ Catalog of Multi-Stall and Column Showers
- ☐ Booklet, "Washroom Layouts"

### BURCH CANVAS PRODUCTS (76)

- ☐ Information on Wrestling Mats and Gym Floor Covers

### CONSOLIDATED LABS. (65)

- ☐ Official Basketball Court Chart and Maintenance Chart

### CONVERSE RUBBER (17)

- ☐ 1953 Basketball Year Book

### CORTLAND RACQUET (67)

- ☐ "Tennis Tactics" Book
- ☐ Badminton Book

### CRAMER CHEMICAL (61)

- ☐ Information on Training Textbooks

### EVERLAST SPTG. GOODS (37)

- ☐ Information on Oddo-gard Football Mouth Protector

### FAIR PLAY (72)

- ☐ Catalog on Electric Scoreboards, "What's the Score"

### FENNER-HAMILTON (79)

- ☐ Literature on Web Bed Trampoline

### GENERAL ELECTRIC (57)

- ☐ Manual of Floodlighting Plans

### GENERAL SPORTCRAFT (2)

- ☐ Rules Booklets for Badminton, Deck Tennis, Shuffleboard, Table Tennis, Bat Tennis

### GRISWOLD, LARRY (68)

- ☐ Information on Trampoline Bed and Trampoline Manual

### H. & R. MFG. (76)

- ☐ Booklet on Dry Line Markers for All Sports

### HAND KNIT (38)

- ☐ Information on Wigwag Athletic Socks

### HARVARD TABLE TENNIS (20)

- ☐ Booklet, "Table Tennis Teacher"
- ☐ Table Tennis Tournament Charts

### HILLYARD CHEMICAL (23)

- ☐ Schedule on Sports Inventory Book
- ☐ Basketball Book for Scouting and Scoring

### HORN BROTHERS (47)

- ☐ Details of folding gym-seats and Folding Partitions
- ☐ Details on Wardrobes and Folding Stages

### HUNTINGTON LABS. (15)

- ☐ Folder "The Key to Gym Floor Finishing"
- ☐ Basketball Coaches Digest (free to coaches, 50¢ for others)
- ☐ Check List for Maintenance Supplies
- ☐ "101 Hints on Better Floor Care"

### HUSSEY MFG. CO. (16)

- ☐ Catalog on Steel Portable Bleachers
- ☐ Water Sports Equipment Catalog

### IMPERIAL KNITTING (71)

- ☐ Information on Official Award Sweaters

### JOHNSON & JOHNSON (39)

- ☐ Information on Complete Line of V-Front Supporters

### KAHN, ARTHUR (75)

- ☐ Addresses of Nearest Uniform Maker

### KENT LANE (79)

- ☐ Information on Basketball Coaching Film

### LEAVITT BLEACHER (69)

- ☐ Catalog of Complete Line of Bleachers

### LENTHERIC (68)

- ☐ Information on 70" Deodorant Powder

### MASTER LOCK (4)

- ☐ Catalog of Key-Controlled Padlocks

### MINE SAFETY (67)

- ☐ Details on "Vitalator" Oxygen Pick-Up for Athletes

### MINNESOTA MINING & MFG. (27)

- ☐ Information on Scotch Brand Plastic Tape Floor Marker

### MISHAWAKA RUBBER (31)

- ☐ Basketball Scouting Book

### MOHAWK VALLEY SPORTS (73, 74)

- ☐ Information on Basketball Blinders
- ☐ Information on Tapping and Rebound Basket

### MOSBY, C. V. (35)

- ☐ List of Physical Ed and Sports Texts

### NADEN & SONS (74)

- ☐ Electric Scoreboards and Timers
- ☐ Baseball Catalog
- ☐ Basketball Catalog
- ☐ Football Catalog

SEE PAGE 80 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

FOR THE ATHLETE WHO WEARS GLASSES



Non-shatterable lenses sealed in rubber frame especially built for football.

# Football Prescription Goggles

\$24<sup>75</sup>

WHERE THERE ARE ATHLETES YOU'LL FIND PRECISION  
Forward prescription, check or money order to: Free Brochure on request  
**PRECISION ATHLETIC GOGGLE CO., ROCHELLE, ILLINOIS**

## MASTER COUPON

(See page 79 for other listings)  
(Numbers in parenthesis denote page on which advertisement may be found)

### NATIONAL SPORTS (68)

- ☐ Price Catalog on Jim-Flex Gym Mats

### NISSAN TRAMPOLINE (33)

- ☐ Booklet, "Tips on Trampolining"  
☐ Literature on Trampoline Parts and Accessories

### NOXAL PRODUCTS (72)

- ☐ Information on Fungicide Solutions for Athlete's Foot and Ringworm

### NURRE COS. (32)

- ☐ Detailed Bulletin on All Plate Glass Banks

### O-C MFG. CO. (64)

- ☐ Information on O-C Knee Brace and V-Front Athletic Supporters

### OCEAN POOL (64)

- ☐ Catalog on Racing Trunks, Diving Trunks, Terry Robes, Sweat Suits, Accessories

### PERFO MAT & RUBBER (68)

- ☐ Information on Rubber Broad Jump and Fencing Mats

### PLAYTIME EQUIPMENT (78)

- ☐ Catalog of Complete Line of Welded Steel Bleachers

### POWERS MFG. (60)

- ☐ Catalog of Athletic Uniforms

### PRECISION GOGGLES (80)

- ☐ Brochure on Non-Shattering Football Prescription Goggles and Basketball Prescription Glasses

### QUAKER OATS (53)

- ☐ Booklet, "How to Play Basketball," by Harry Cambes How many \_\_\_\_\_  
☐ Booklet, "How to Play Football," by Charlie Caldwell How many \_\_\_\_\_

### REGAL AWARDS (28)

- ☐ Full Color Catalog of Trophies, Awards

### REMINGTON ARMS (63)

- ☐ Instructor's Manual on Operation of a Rifle Club

### RIDDELL, JOHN T. (Inside Front Cover)

- ☐ Booklet and Catalog, "The Story of Quality Athletic Shoe Construction"

### ROBBINS FLOORING (73)

- ☐ Information on Iron-bound Continuous Strip Maple Gym Floors

### SAFE-PLAY GOGGLE (65)

- ☐ Information on Safe-Play Basketball Glasses  
☐ Information on Non-Shatterable Football Goggles

### SAND KNITTING (75)

- ☐ 1953 Football Clothing Catalog  
☐ Catalog on Award Sweaters and Jackets, Basketball and Football Pants and Jerseys

### SANI-MIST (77)

- ☐ Details on Sani-Mist Method of Athlete's Foot Prevention

### SCOREMASTER (69)

- ☐ Information on Hi-Speed Basketball Scorebook

### SEAMLESS RUBBER (29)

- ☐ "13 Basic Basketball Shots" by Howard Hobson (free to coaches, 50¢ for others)  
☐ "The Strapping of Athletes" by Eddie O'Donnell (free to coaches, 50¢ for others)  
☐ Complete Athletic Goods Catalog

### SKINNER & SONS (19)

- ☐ Information on Skinner Fabrics

### SNYDER TANK (71)

- ☐ Literature on Steel Grandstands and Bleachers

### SPALDING BROS. (1)

- ☐ Catalog  
☐ Sports Show Book

### STATE TROPHY (79)

- ☐ Catalog on Trophies, Plaques, Medals, Cups

### STEWART IRON (24)

- ☐ Catalog on Fences, Backstops, etc.

### UNIVERSAL BLEACHERS (43)

- ☐ Catalog of Steel Grandstands

### VOIT RUBBER (59)

- ☐ Catalog of Complete Line of Rubber-Covered Balls

### WILSON SPTG. GOODS (6)

- ☐ Catalog

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NAME \_\_\_\_\_ POSITION \_\_\_\_\_  
(Principal, coach, athletic director, physical director)

SCHOOL \_\_\_\_\_ ENROLLMENT \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

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